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ABSTRACT

This annotated bibliography is a compilation of recently published literature about inclusion of students with disabilities in the mainstream of school and community life. The 279 resources are organized into 19 topical areas and are indexed by more than 200 subject descriptors. Within each section, resources are displayed alphabetically by author or title, and, except for one resource, date from 1989. Each section begins with an overview. Each resource entry includes: full bibliographic information, descriptors of topical contents, an abstract, and source and price information. A grants section supplements the bibliography, providing abstracts of 69 currently funded inclusion projects. Topical areas are: (1) case studies, (2) checklists, (3) disability awareness, (4) early childhood, (5) fiscal implications, (6) legal issues, (7) legislation, (8) newsletters, (9) philosophy, (10) policies, (11) positions, (12) projects, (13) research, (14) staff training/preparation, (15) strategies/implementation, (16) teacher education/certification, (17) videos, (18) miscellaneous, and (19) grants. The bibliography is also provided on a computer disk suitable for use on a Macintosh computer. (DB)

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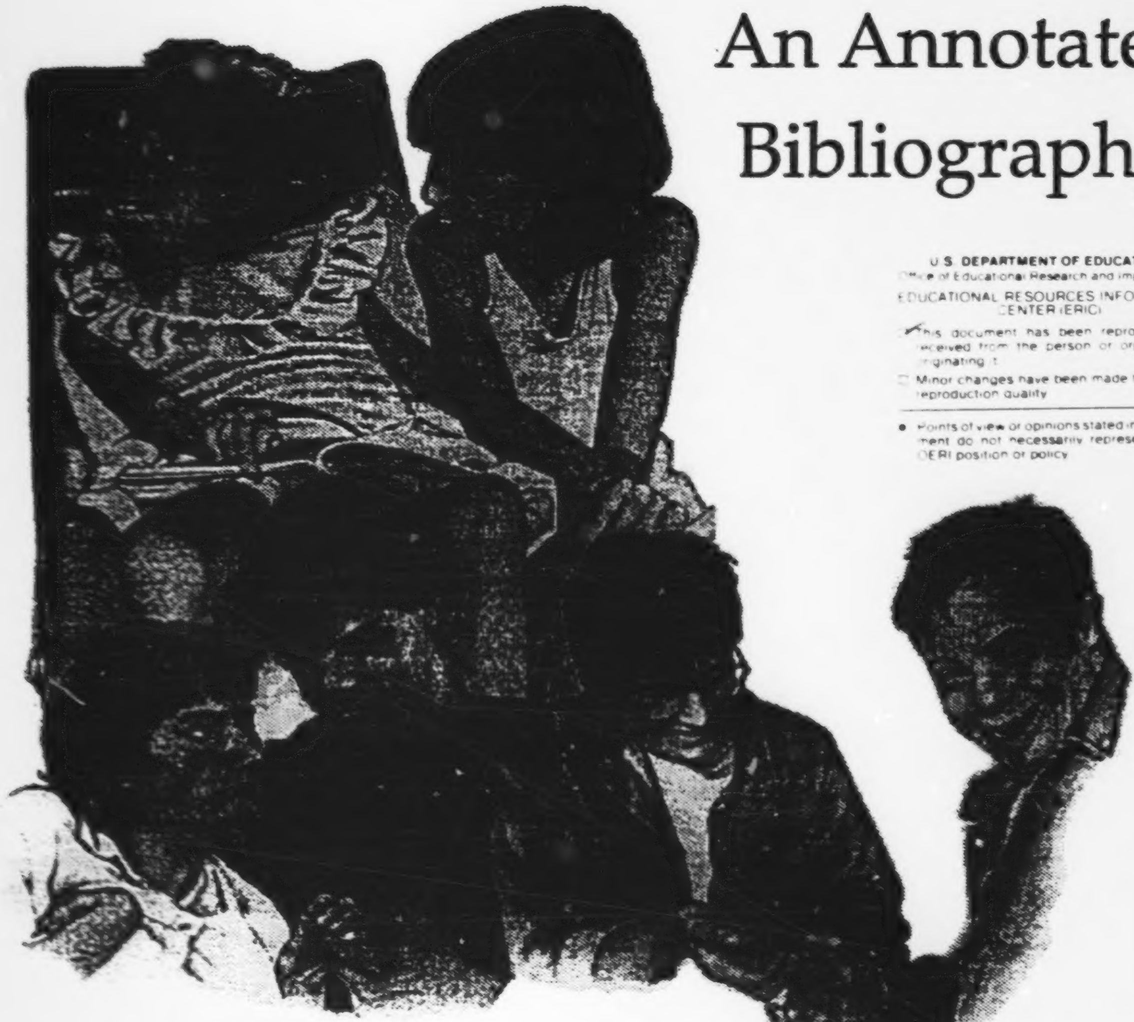
ED 372 573

Inclusion

An Annotated Bibliography



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INCLUSION: AN ANNOTATED BIBLIOGRAPHY

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Cover art reprinted by permission of artist Martha Perske. From Circle of Friends by Robert Perske. Nashville: Abington Press, 1988.

PREFACE

The production of this bibliography is one activity included in a multi-regional technical assistance activity of the Regional Resource Centers. This technical assistance project is intended to provide a clearer description and understanding of what elements go together to make up inclusion schools. Having available information that describes the benefits of inclusion in such a way that they can be replicated is one tool that can inform decision making and lead to more students with disabilities being served in settings that are appropriate and that provide for many of the social and psychological needs of all students.

As this phase of the project culminates in the publication of the first edition of an annotated bibliography, plans for the second phase are underway. During this phase all of the six Regional Resource Centers will collaborate in a multi-regional project to identify and profile inclusive school sites across the country. We will gather information through site visits and telephone interviews to create profiles of each school. We will then compile these profiles in a document that will illustrate the varied shapes, forms, and personalities that inclusion has assumed across the country. We hope that this sample of inclusionary schools may also be the beginning of a national network of schools interested in sharing ideas and experiences as they move toward the common goal of including students with disabilities in all aspects of their school communities.

INTRODUCTION
APRIL, 1994

Education is in a state of change. Schools need to restructure because of the changing make-up of American families, the increasing diversity of school populations, the need to prepare students for different kinds of jobs in the future, and because it is widely felt that our society is not doing the job of teaching our children the skills they need to survive as adults. Major restructuring of education systems is occurring in more than half of the states in this country. Special education inclusion efforts challenge but can also help educational systems to succeed with an increasingly diverse population.

This annotated bibliography is an initial compilation of recently published literature about what the special education community calls "inclusion". The term inclusion has come into use in the last few years and it connotes a different meaning from mainstreaming and integration, which both imply the continued existence of two parallel school systems with special education students being offered the opportunity to join the more favored "mainstream" system. In contrast, inclusion implies the existence of a unified system designed from the beginning to accept full responsibility for and to serve all students in the same environment. From such a perspective there is no need for integration because there is no separation.

The documents we have included verify eight principles of good practice outlined by the Council of Exceptional Children for inclusionary schools: 1) a philosophy and vision that all students belong and can learn in the mainstream of school and community life; 2) the principal plays an active, positive, supportive leadership role; 3) all students work toward the same educational outcomes based on high standards; 4) everyone belongs, is accepted and supported, and enjoys a sense of community; 5) an array of services are provided; 6) new forms of accountability and assessment are used to monitor student progress; 7) students have technology and physical modifications to assure full access and participation; and 8) parents are embraced as equal partners, involved in the planning and implementation of inclusive school strategies.

If the exclusion of students with disabilities from regular education has promoted stagnation within schools, as inclusion advocate Richard Villa has suggested, inclusion has been a strong impetus for change and innovation. Schools that are practicing inclusion tend to be progressive schools on the "cutting edge" of experimentation. These schools frequently have initiated restructuring efforts and are involved in site-based management activities. They typically subscribe to innovative organizational, curricular, governance, and instructional practices. In these schools, students and staff members have an active voice in shaping school mission and direction. Leaders of these schools don't have a "wait and see" attitude, cautiously awaiting the results of inclusion research before they decide whether or not to "join the latest bandwagon." Administrators of these schools and their staff members have made a philosophical commitment to inclusion and are forging ahead into new territory because they believe inclusion is what is best for all students.

Another hallmark of inclusive schools is a strong commitment to teacher assistance and support. Teachers do not work in isolation–they collaborate and support one another in teams that strengthen the quality of the school staff and the support that is provided to students with special needs.

Many schools that have endorsed inclusion are striving to create "caring communities" where all students feel valued and accepted. Such communities value the affective development of their students and their relationships with one another. These schools believe that values such as justice, tolerance, concern and respect for others cannot be taught separately but must be a part of what children see and experience in their daily lives in school. *Building "Community" in Classrooms and Schools* is a collection of ideas for elementary schools developed by Edward Smith and Salem Hyde Schools in New York. These ideas, say the authors, are "small steps toward a very important goal--creating an environment which is a safe place for children, affirming of children, a place where cooperation is the norm, a place where all children are included and are active participants in the life of the school."

The resources included in our bibliography attest to the intensity of the movement and to its pervasive influences. Inclusion is not just changing traditional placements of students with disabilities in segregated settings. Inclusion is changing the nature of classrooms from kindergarten through high school, the range of acceptance and friendships of our children, the way we financially support education, the administration of education programs, the content of teacher education programs and teacher certification requirements, the roles and responsibilities of all school staff members, the nature of educational research, the direction of court decisions involving educational placement, and the traditional curriculum we have relied upon to teach students. Inclusion is both stimulating systemic changes and driving restructuring efforts.

PHILOSOPHIES/VIEWPOINTS

Inclusion stands for a philosophy of education, a value on serving an increasingly diverse representation of students in the general education classroom. In this bibliography you will discover a number of writings which argue, passionately and often vehemently, the ethics and merits of inclusion from both sides of the philosophical spectrum. Several educators draw parallels between civil rights issues and the rights of students with disabilities to be educated in inclusive classroom settings. The position of the National Parent Network on Disabilities illustrates this point of view: "Inclusion is not a place," the policy begins, "it's an attitude. . . It's an inalienable right, not a privilege. We are working to create one education system that values all students." Many people involved in the disability rights movement see inclusion as another phase of the effort originating during the early 1970s to include individuals with disabilities in all aspects of society.

A father who fought for several years to have his Down Syndrome son placed in a regular classroom offers a personal testimony to the value of full inclusion. In serving students with special needs in the regular classroom, Carlos Oberti writes "we are subconsciously letting them know that they are equal to any other human being and capable of meeting our expectations." The LADSE School District in La Grange, IL where inclusion has been successfully practiced for several years sees inclusionary classrooms as a microcosm of a more universal acceptance of diversity: "Our classrooms reflect what we want our society to look like," one of the district's several inclusion documents begins. "Increasingly, children are teaching us that they learn best in settings that appreciate them as individuals, while celebrating the diversity among them. Classrooms that incorporate these values give children the message that everyone belongs."

A number of position papers published by state education departments and by various organizations are abstracted here. While some of these positions, such as those supported by The Association for Persons with Severe Handicaps (TASH) and the United Cerebral Palsy Association, unconditionally endorse full inclusion, others such as the Learning Disabilities Association and Children with Attention Deficit Disorders (CHADD), are more cautious and qualifying in their endorsements as they maintain that full inclusion may not be in the best interests of every student.

And then there is the simplistic yet powerful three-word mandate that stands out among all the rest from the National Association of School Boards of Education, first expressed in the classic *Winners All* document, and quoted repeatedly since: "All means all." This 1992 document is important not only for its direct message but because it is a general education organization delivering the message.

The burgeoning literature in support of inclusion has caused an angry backlash on the part of a few organizations. The most outspoken opposition to the inclusion movement has come from the American Federation of Teachers. The AFT President, Albert Shanker, has called for a moratorium on full inclusion policies. The moratorium states that "the abuse must stop and give common sense and sound educational policy a chance to prevail." Shanker writes: "Unwise and unrestrained inclusion is creating unbearable conditions in classrooms across the country. At a time when Americans are demanding world-class standards for our students, this is the wrong direction." In his writings, Shanker predicts that if the inclusion movement does not stop, teachers will be overwhelmed and the majority of students without disabilities will suffer academically.

Until now, the inclusion movement has largely been a special education phenomenon. Several educators whose writings are included here voice concern about the viability of the movement if it is not endorsed and supported by both regular and special education in a unified effort to consolidate two separate systems into one unified system. Douglas and Lynn Fuchs contend that efforts of inclusionists to forge an alliance with regular education will probably fail because the inclusion movement has become increasingly strident and disassociated from the concerns of regular education. The full inclusion movement, the authors charge, has been led by extremists who are "guided by radical constructivist blueprints unsubstantiated by research." There is a real danger, they predict, that because of the alienation of the two groups, regular education "will lose interest in special education as a partner in reform making."

LOCAL EDUCATION PERSPECTIVES/GUIDELINES

Balancing these philosophical arguments, you will discover many documents of a much more practical nature in the bibliography intended as "how to" guides for educators in the beginning stages of planning and/or implementing an inclusion program. Many of these resources have been published by local school districts in Nevada, Washington, New York, and Illinois practicing full inclusion. These LEA handbooks and documents have a distinctive "We have been there" approach. They have been written with the collective wisdom of experience. While the authors offer guidance, they also speak frankly about what they might have done differently if they could reverse time and begin inclusion planning all over again. Nearly all of them conclude with questions similar to "Where do we go from here?", demonstrating the attitude that the inclusion process in dynamic and fluid, and there is always room to improve. Many documents also offer checklists for planning and evaluation as well as clear step-by-step guidelines that can be followed and/or adapted by others as they create their own inclusion programs. None pretend to have the answers: each school must formulate its own individual approach to inclusion.

RESEARCH

Research studies published to date are mostly ethnographies, narratives, case studies, anecdotes and surveys. These studies document that efforts to include students with disabilities in the regular classroom have resulted in positive experiences and improved attitudes on the part of children and teachers alike. There is also some convincing evidence that integration or part-time mainstreaming do not accomplish the social benefits that inclusion does. There is less "hard data" from traditional measures of success, such as student achievement scores. The practice of excluding students with disabilities from national and state data collection programs contributes to this lack of data. One soon-to-be-published study reveals quantitative information on the financial costs of inclusion and another compares engaged instructional time for students in inclusionary classrooms. The Center for Special Education Finance is currently involved in several studies that will examine the costs and the benefits of inclusion.

VISUALIZATIONS

The videotapes we previewed for inclusion in this bibliography instill images in our memories that will not fade. Peter ("Educating Peter") kicks a third-grade classmate at the beginning of the year and throws an arm around the same "pal" nine months later. Sarah ("All Kids Belong: Sarah's Story") takes her very first steps and hangs her "self-portrait" on the classroom wall along with all the other third-graders' artwork. Ryanne ("In the Middle") interacts actively with her preschool peers, despite the fact that she cannot walk. The actions of regular education students toward their disabled peers shown in these videos are even more memorable. These videos depict a generation of accepting, caring, responsible young people who readily welcome all individuals into the "circle of friends" that make up their school communities.

AND FINALLY. . . WHAT THE KIDS HAVE TO SAY

The movement toward full inclusion may transform education into a student-driven process. Students in inclusionary schools play a more involved role in decision-making and in the learning process of all students than in traditional, segregated schools. Students have become teachers, advocates, tutors, and buddies in schools that include students with disabilities in regular classroom.

Several of the resources we have included in our bibliography offer a look at inclusion from the child's perspective. Children don't argue the merits of inclusion versus segregation, they don't worry about the influence of inclusion on achievement test scores, and they don't argue before the courts–they simply interact with one another in a very natural way, as the nine-year-old author of this candid essay included in *All Together Now,* writes:

> I like when my friends look at me and smile and just like when my friends with Autism come out of their little world. .
>
> My friend was working on the computer by himself. I went over to him and asked if he needed any help.
>
> Just like any other 10 or 11 year old boy would do, he turned and said GET LOST! I giggled.

USER'S GUIDE

This first edition of *Inclusion: An Annotated Bibliography* includes 279 resources in 19 topical areas indexed by more than 200 subject descriptors listed at the end of the document. Within each section resources are displayed alphabetically by author or title. Formats of the resources we have included vary extensively. In our bibliography you will find references to everything from SpecialNet messages to training modules, from one-page fact sheets to multiple-chapter handbooks, from brochures to videotapes, from newspaper articles to legal analyses. All but one resource abstracted in our database were published from 1989 to the present, a period of accelerated interest in the inclusion movement and a proliferation of inclusion resources. The only pre-1989 resource is the video "Regular Lives" which we included because of its seminal value.

Each section of the bibliography begins with an introduction which offers an overview of the resources in that section. For the most part, the length of the introductions for each section reflects the number of resources we have included in that section. Several sections have only a few entries, while the "Strategies/Implementation" section, our largest, includes 70 entries. You will find that some resources have been abstracted in more than one section because their contents covered multiple topics.

Each resource entry includes:

- full bibliographic information written in American Psychological Association (APA) style;
- descriptors of topical contents;
- an abstract, usually one or two paragraphs in length;
- source and price information (where appropriate).

A grants section supplements the bibliography, providing abstracts of 69 currently funded inclusion projects. Most are early childhood projects or inclusion efforts for students with severe disabilities, although they cover a wide range of strategies and populations served.

This first edition includes a computer disk version of the database as well. To view the database from the disk requires a Macintosh computer and FileMaker Pro software by Claris Corporation. However, you may be able to import the data to your own database software (your local computer advisors may be able to help you with this). We plan to produce semi-annual supplements of both paper and electronic versions, beginning in September, 1994. We plan to update the grants section on an annual basis.

We welcome suggested additions of inclusion resources, especially documents that would be of particular interest to SEA directors. We also welcome suggestions for improvement for future editions. Like the Inclusive Education Committee at Levy Middle School who wrote *Levy Middle School: Learning and Growing Together*, we end the first edition of our bibliography asking the collective question "Where do we go from here?"

Case Studies

CASE STUDIES

This section of 22 abstracts presents individual case studies as well as case studies of school district which have inclusionary histories to share. Although most of the individual and district experiences recounted here are positive, there are stories of failure to relate as well. In "A Parent's Struggle: When Inclusion Becomes Exclusion," a mother writes of the pain of social exclusion her daughter experienced when placed in a regular classroom. In contrast, nine-year-old Anastasia writes her own testimony to the value of inclusion in her life in "Inclusion: A Child's Perspective." Anastasia writes that she likes being included in a regular classroom because of the opportunities to form friendships with children who live nearby. "I am the only one in my class who cannot walk but that's okay," she writes. "My friends push me around." One of the most dramatic case studies is recounted in "The Story of Alena: A Student Who Returned Home." Alena was institutionalized at birth with complex medical needs; she returned home at age five and entered kindergarten in a regular classroom with the distinction of being the student in Vermont with the most complex needs.

Case studies of school district experiences with inclusion in this country as well as in Canada are also included in this section. Most inclusion efforts have taken place in the context of systems change and school restructuring efforts. In "Full Inclusion at Helen Hansen Elementary School: It Happened Because We Value All Children," the principal recounts his experiences guiding his Cedar Falls, IA school to become fully inclusive. Starting with "three little pioneers" who paved the way for other students with disabilities to enter regular classrooms, the school has evolved into a fully inclusive school today. "No child has been 'cured' of a disability," the principal writes, "but in one small part of the world, people are recovering from the ills of separation and being restored to the good health of togetherness." These case studies also present inclusion as an ongoing, fluid process that continues to evolve and improve. In "A School District's Quest to Fully Include All Students with Disabilities," the author relates Johnson City School District's efforts to merge its once separate regular and special education systems. "Today," he writes, "the district is a distinctive model of 'full inclusion'--still improving, still faced with tough issues, but driven by a vision of genuine merger." The author of "Island of Peace" describes a middle school in a violent suburb of Los Angeles that has become "an island of peace" for the students it serves. By removing labels from students, the principal of Almeria Middle School remarks, the school has "removed limits" on student expectations as well.

School leaders in four communities describe their inclusion experiences in "How Four Communities Tackle Mainstreaming." These administrators discuss the process of change in their communities, the practices they employed, the cost of inclusion, concerns that linger, the need for collaborative teamwork, benefits of inclusion, and lessons learned.

Biklen, D. (1992). Schooling without labels: Parents, educators, and inclusive education. **Philadelphia: Temple University Press.**

Descriptors: community; philosophy; case studies; families

Abstract: The focus of this book is on six families with disabled children and their views toward inclusion. It is through families, the author proposes, that "we can derive principles for reforming schools and other social institutions." These families found themselves becoming agents for change and advocated on behalf of their children's educational future, believing themselves to be better judges of their children's needs than traditional clinical judgment. Personal narratives are interwoven throughout the text of Biklen's argument for inclusive schools, communities, and family lives. In the chapter "The Inclusive School" he asserts that "grudging acceptance" of students with disabilities into regular classrooms is unacceptable. "What is needed rather," he writes, "are schools with fierce commitment to inclusion, where students with severe disabilities are not only accepted but actually recruited." Creating what Biklen terms "purposeful integration" requires strong school leadership, inclusive school events, students with disabilities being given the chance to take more active roles in group projects as leaders, effective modeling on the part of teachers, making the inclusion process natural, grouping with the classroom to promote inclusion, knowing when to get out of students' way, charting student progress, making accommodations for different learning styles, being an open school receptive to new ideas, parent participation, and a commitment to inclusion that remains constant.

Source: Temple University Press
Philadelphia, PA 19122

Cost: $39.95 (cloth) $16.95 (paper)

Blackman, H.P., Cloud, D., Conn, M., Corbin, N., Wolak, M., & York, J. (1992). How four communities tackle mainstreaming. ***The School Administrator,*** **49(2), 22-29.**

Descriptors: change process; teamwork; cost-benefit; administrators; collaboration; community

Abstract: School leaders in four communities describe their efforts to include students with disabilities of all types into regular classes. The communities and leaders are: Saline, Michigan (Maurice Conn); Ontario, Oregon (David Cloud); Rum River, Minnesota (Mark Wolak, Jennifer York and Nancy Corbin); West Cook/East duPage Counties, Illinois (Howard P. Blackman). These leaders discuss the process of change in their communities, the practices they employed, the cost of inclusion, concerns that linger, the need for collaborative teamwork, benefits of inclusion, and lessons learned.

Boston elementary school creates a culture of inclusion. ***Inclusive Education Programs*****, 1(2), 6-8.**

Descriptors: elementary; case studies; evaluation; moderate disabilities; severe disabilities; teams; teachers; parents; administrators; collaboration; funding

Abstract: This article profiles inclusion efforts at O'Hearn Elementary School in Boston, MA. Each classroom of the school has four students with moderate to severe disabilities and 16 regular education students. Classroom assignments are made through a lottery system to maintain balance. The article addresses topics such as parental involvement, funding, collaboration, administrative support, and benefits of inclusion for all students after a five-year re-evaluation.

Casanave, S. (1991). A community of friends and classmates. ***Equity and Choice*****, 8(1), 38-44.**

Descriptors: elementary; disabilities

Abstract: This article is a case study of Conant Elementary School in Concord, NH where "special and regular education are inseparable." Vignettes of students who have been included in regular education classrooms illustrate the impact of inclusion in their lives. The benefits to nondisabled students--seeing beyond physical appearances, developing creative ways to communicate, experiencing the joys of reaching out, learning to be more tolerant, and discovering new reserves of patience and caring--are also highlighted.

Chambers, A. J. (1993). A school district's quest to fully include all students with disabilities. Johnson City, NY: Johnson City Central School District.

Descriptors: disabilities; planning; outcomes; change process; elementary; middle school; secondary; regular education; special education; restructuring; teachers; team teaching; collaboration; parents

Abstract: This document profiles one district's efforts to plan and implement the merger of regular and special education into one system. "Today," the author writes, "the district is a distinctive model of 'full inclusion'--still improving, still faced with tough issues, but driven by a vision of genuine merger." The development of the plan for full inclusion occurred within the framework of the school's Outcomes Driven Developmental Model. Questions answered in the text include: 1) What do we want? 2) What do we know? 3) What do we believe? and 4) What do we do?

Implementation of inclusive elementary, middle school, and secondary programs are discussed. The benefits of the merger of regular and special education are outlined. The inclusion model adopted by the district is viewed as a "key practical and philosophical part of the Johnson City District's comprehensive model for change and improvement." The author views the model as a flexible one that will change as new knowledge, experience, data, and information continue to be examined and processed by staff members.

Source:
Johnson City Central School District
666 Reynolds Road
Johnson City, NY 13790
(607) 770-1200

Cost: free

Cloud, J. D. (1992). Ending our practice of compartmentalization. ***School Administrator,*** **49(2), 24-25.**

Descriptors: transportation; policies; philosophy; facilities; disabilities

Abstract: This article recounts the experience of Oregon's Ontario School District in reintegrating students with severe disabilities from segregated environments into the regular classroom. The superintendent maintains that creating separate programs for students with disabilities has created departments and agencies with their own organizational needs and demand while dramatically increasing costs for transportation, facilities, and management. He summarizes the steps the district took when planning the transition from segregated to inclusive classrooms and discusses budgetary implications of the changes the district has made.

Cross, G. C., & Villa, R. A. (1992). The Winnooski school system. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 219 - 237). Baltimore: Paul Brookes Publishing Co.

Descriptors: philosophy; policies; restructuring; teacher training; students; collaboration; best practices; research

Abstract: This chapter recounts eight years of dramatic changes in the Winooski School System in a city of 6,500 people living in a 1.2 square mile area of Vermont's most populated county. These changes have affected organizational structure, instructional practices, and relationships among staff and students and resulted from the school's experimentation with various school restructuring recommendations and promising educational practices emerging in both general and special education literature. The gradual progression from a segregated to inclusive education program in this district has been the result of strong administrative support, a commitment to excellent and equitable educational opportunities, ongoing inservice training, a vision of inclusive schooling, and a strong collaborative ethic discussed here. The district's approach to collaboration includes students as well as staff members who perform collaborative roles as instructors, advocates for themselves and others, and decision-makers concerning school-wide issues. Authors of this chapter include a section on teacher perceptions of best practices in the education of students with special needs from surveys taken in 1986 and 1991.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Evans, J.H., Bird, K.M., Ford, L.A., Green, J.D., & Bischoff, R.A. (1992). Strategies for overcoming resistances to the integration of students with special needs into neighborhood schools: A case study. ***Case in Point,*** **7(2), 1-16.**

Descriptors: severe disabilities, preschool; elementary; change process; physical disabilities; administrators

Abstract: This article describes the process one school system underwent to introduce an integration program into its district. Two separate efforts are described: 1) a program designed to fully integrate youngsters with physical and mental disabilities into their neighborhood schools; and 2) procedures used to approximate an initial step in integration by removing students from a contracted educational program back into their home/school districts. Background and history are provided on the initiating district; then forces pushing and resisting the plan are described. The methods used to overcome resistance to change and suggestions for administrators and advocates of inclusive programs provide valuable information for similar efforts.

Fischer, J. (1993). A parent's struggle: When inclusion becomes exclusion. *Counterpoint,* 14(2), 13.

Descriptors: parents; elementary; socialization; secondary; learning disabilities; self-esteem; transition (from segregated to inclusive classroom)

Abstract: In this article a mother writes of the pain of social exclusion her daughter experienced when she was placed in a regular elementary school classroom after attending a segregated preschool. "Suzy continued to make progress academically (during the elementary years)," her mother writes, "but socially she was very lonely and isolated. I cannot emphasize enough how painful this problem was, and how it was to last for years." Since Suzy has made the transition back to a specialized school for students with learning disabilities, she has found acceptance and renewed self-confidence. Her mother writes: "I must again emphasize that I am not opposed to inclusion . . . However, to make a blanket statement that includes all handicapped children . . . will only cause our movement to regress, and children like my Suzy to be destroyed."

Full inclusion at Helen Hansen Elementary School: It happened because we value all children. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 161-168). Baltimore: Paul Brookes Publishing Co.

Descriptors: elementary; severe disabilities; principals; socialization; moderate disabilities; philosophy; policies

Abstract: In this chapter the principal of Helen Hansen Elementary School in Cedar Falls, IA recounts his experiences in guiding his school to become fully inclusive. Starting with "three little pioneers" who paved the way for other students with disabilities to enter regular classrooms, the school has evolved into a fully inclusive school today. "No child has been 'cured' of a disability," the principal writes, "but in one small part of the world, people are recovering from the ills of separation and being restored to the good health of togetherness." The chapter includes a reprint of the article "A Circle of Friends in a 1st Grade Classroom," written by Susan Sherwood, a classroom teacher at Helen Hansen, which was first published in November, 1990 issue of Educational Leadership .

Source: Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Hamre-Nietupski, S., McDonald, J., & Nietupski, J. (1994). Enhancing participation of a student with multiple disabilities in regular education. *Teaching Exceptional Children*, 26(3), 60-63.

Descriptors: moderate disabilities; severe disabilities; elementary; visually impaired; multiple disabilities; support systems; peers; peer tutoring

Abstract: This article describes how a school district included a 6-year-old student with moderate to severe disabilities in a regular first grade classroom. Types of support, activities, and peer aid used during the year are discussed. Examples of Stacy's progress in behavior and academic achievement are noted. The authors conclude: "Our experience in elementary settings suggests that students who have multiple disabilities can learn to follow classroom routines, follow directions, acquire new skills, and improve their interactions with peers within and outside the school through participating in the regular class setting."

Island of peace. (1992, January/February). ***The Special EDge,*** **16,14.**

Descriptors: middle school; disabilities; restructuring; schedules; curriculum; teachers

Abstract: This is both a profile of Almeria Middle School located in suburban Los Angeles, and of Peter, a student who is thriving in an inclusive school environment. Almeria has undergone extensive restructuring of schedules, staff assignments, classrooms, and curriculum to create an integrated system that serves all students in "an environment of mutual support and cooperation." As Almeria serves mainly low-income students where violence and single-parent homes are part of everyday life, the school has striven to become "the family" to the population it serves. "This school has become an island of peace for these students," remarked one teacher. In removing labels from students, the principal believes "we remove limits" as well. "We have developed a climate here in which all staff are responsible for all children," she explains, "a staff who buy into the vision and a mission which is to serve all kids and take them to however far they can go."

Peter is one of many of the school's 1,300 students who have support services they need "built in" to the regular classroom. By receiving a variety of instruction from co-teachers, counselors, and peers and working both in groups and individually, Peter has made a transformation into a student who shows initiative and confidence in his work.

Kaskinen-Chapman, A. (1992). Saline area schools and inclusive community CONCEPTS. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 169 - 185). Baltimore: Paul Brookes Publishing Co.

Descriptors: philosophy; teams; collaboration; teachers; students; parents

Abstract: This chapter examines the experiences of Saline Area School District in southeastern Michigan during the first two years of an inclusive schooling project entitled Inclusive Community CONCEPTS (Collaborative Organization of Networks: Community, Educators, Parents, The Workplace, and Students). Strategies employed by the district to promote successful educational and social opportunities for students included: 1) the organization of networks of support for students, 2) the building of collaborative support teams for individual students, 3) the adoption of proven effective instructional practices, and 4) the organization of networks of support for teachers. The project is evaluated in terms of performance of students with disabilities, achievement of general education classmates, perceptions of general education classmates, attitude of general education teachers, impact on teachers' instructional style and classroom structure, and parent satisfaction. This dramatic change has required self-examination and a change in "one's world view, on the part of everyone involved" that has proven to be both anxiety producing and personally challenging.

Source: Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Kirk, J. (1992, March/April). I get by with a little help from my friends. *The Special EDge,* 16, 14.

Descriptors: teachers; disabilities; elementary; autism; collaboration; parents; socialization; support systems

Abstract: This article highlights the changes in an elementary student's life since he was placed in a regular classroom. Before the age of nine, Guille had been in and out of eight school experiences, both private and public. At the age of five he had been diagnosed with "high functioning autism." Now at the age of nine, he attends Starlight Elementary School in Pajaro Valley, California where he is developing social skills (his weakest area of development) and capitalizing on his numerous academic strengths. His success thus far is credited to a teacher who keeps structure and organization in the classroom while retaining sensitivity to each student and the partnership between teachers, parents, administrators, and support staff members who have created a nurturing environment that meets his individual needs.

New Brunswick School Districts 28 and 29: Mandates and strategies that promote inclusive schooling. (1992). In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 187-200). Baltimore: Paul Brookes Publishing Co.

Descriptors: policies; philosophy; socialization; cooperative learning; staff training/preparation

Abstract: This chapter presents a look at legislation that established a new approach to the education of students with disabilities in the Canadian province of New Brunswick. The transformation to an inclusive system in this district required the modification of traditional job roles for everyone working in schools. Details of training and staff development necessary to support inclusive education are discussed. Initiatives in multilevel instruction, cooperative learning, classroom and student management, and stay-in-school mentorship and peer facilitators are credited with creating a positive approach to education for all students.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Sailor, W., Gee, K., & Karasoff, P. (1993). Full inclusion and school restructuring. New York: McMillan.

Descriptors: transition (from segregated to inclusive classroom); severe disabilities; team; socialization; placement

Abstract: This chapter includes a profile (pages 2 - 7) of an elementary student with a severe disability who makes a successful transition from a special class in a regular school with mainstreaming opportunities to full-time placement in an inclusive second grade classroom. Careful planning and coordination of support services by "Holly's team" allow for a smooth transition for Holly. Classmates view Holly as a full member of their classroom.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847 or 338-7848

Cost: $5.00

Schattman, R. (1992). The Franklin Northwest Supervisory Union: A case study of an inclusive school system. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 143 - 159). Baltimore: Paul Brookes Publishing Co.

Descriptors: case studies; elementary; funding; moderate disabilities; severe disabilities; rural; philosophy; outcomes; teams; planning

Abstract: This chapter recounts the experience of a collection of five independent school districts in rural Vermont that evolved from a dual system of categorical and segregated special and regular education services to a single full inclusion model. The chapter describes 1) how regular education reform set the context for change, 2) the role of philosophy and a mission statement in creating a union-wide vision and challenging traditional educational practices, 3) why this change occurred despite a state funding formula that discouraged more inclusive educational options for students with moderate and severe disabilities, and 4) the story of one student who made a successful transition from residential placement to a regular education classroom. The schools learned that there is continued need for growth and improvement; that teams must have divergent representation for planning, problem solving, and program implementation; and that system-wide inclusion is very different from student-specific integration. "The Story of Alena: A Student who Returned Home" (pp. 154 - 157) recounts the experience of a student institutionalized at birth with complex medical needs who returned home at age five and entered kindergarten in a regular education setting. Although Alena's needs were far more complex than any students in the state of Vermont who were included in a regular class program, "both the staff and family agreed that there was a moral, ethical, legal, and professional obligation to try the least restrictive environment–the regular classroom–first.." Comprehensive planning and team coordination combined to make Alena's transition to the regular classroom successful.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Somoza, A. (1993). Inclusion: A child's perspective. ***Exceptional Parent*****, 23(6), 17.**

Descriptors: cerebral palsy; student; elementary; physical disabilities; support systems; socialization; peers

Abstract: Written from the perspective of a nine-year-old student with cerebral palsy, this testimony offers a glimpse at inclusion through a third grader's eyes. Anastasia describes the special equipment and support she receives in order to be a part of the regular classroom. She likes being in a regular classroom because of the opportunities for friendships with other students who live nearby. "I am the only one in my class who cannot walk but that's okay," she writes. "My friends push me around."

Taylor, B., & Parmar, S. (1993). Partners for inclusion: A Case study (No. 1). Vancouver, BC: British Columbia Teachers Federation.

Descriptors: secondary; classroom strategies; policies; peer support; checklists; forms; teachers' unions; transition (secondary); behavior management

Abstract: This study presents one school's success (and problems) with inclusion. The study is based on the authors' experiences, observations, and detailed semi-structured interviews. Chapters include School Practices; Classroom Practices; Policy; Support Systems for Inclusion; Exceptions to Inclusion; Major Obstacles and Concerns; Some Suggestions for Developing Inclusionary Practices; and Successes. The appendices include helpful examples of forms and checklists used by the school, as well as copies of policies, transition plans, workshop materials, and an example of a behavior management program.

Source:
British Columbia Teachers Federation
2235 Burrard St.
Vancouver, BC B6J3H9

Cost: $7.50 plus 20% surcharge for non-BCI members

Thousand, J. S., & Villa, R. A. (1992). How one district integrated special and general education. *Educational Leadership*, 50(2), 39-41.

Descriptors: restructuring; regular education; special education; collaboration; students

Abstract: This article explains how the Winooski District in Vermont has spent the last decade integrating special and general education, a move which has dramatically changed organization, instructional practices, and relationships among staff and students. The authors address how they have redefined roles, collaborated with creation of teams, and empowered students as educational collaborators.

Checklists

Checklists

CHECKLISTS

Each of the seven checklists included in this section is designed to evaluate the effectiveness of inclusion in a specific school at any given time. Data generated from checklist results can be used for planning, evaluation, and setting priorities. The *Inclusion Practices Priorities Instrument* compares what best practice does and does not look like. The *Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide* includes checklists for self-assessment which may be used to gauge effectiveness of practices being implemented on state, district, and school site levels.

Some of the topics these instruments purport to evaluate in the context of inclusion are curricular and instructional strategies, program design, classroom considerations, program philosophy, IEP development, parent participation, community involvement, staff development, team collaboration, and facilities and resources. While most of these instruments evaluate the inclusion program as a whole, some include provisions to measure the effectiveness of inclusion efforts for particular students. Checklists are also included in other documents abstracted in different sections of this bibliography, especially those resources included in the Strategies/Implementation section.

Effective practice checklists. (1992). In Simon, M., Karasoff, P. & Smith, A. (Eds.), Effective practices for inclusive programs: A technical assistance planning guide (Appendix A). Sacramento, CA: PEERS Project. (ED 358 635).

Descriptors: checklists; state; local; leadership; planning

Abstract: This checklist of effective practices is divided into three levels of self-assessment which can be used to examine whether effective practices are implemented at the state, district, and school site levels. Reviewers rate practices on three levels: (1=practice is effectively implemented, 2=practice is implemented but needs improvement, and 3=practice is not implemented) and note if they are a priority. The state level checklist includes five items; the district level checklist has nine items; and the building level checklist has 39 items, divided into topical areas--leadership and support, program planning and implementation, and student inclusion.

I.N.S.T.E.P.P. Project. (1990). I.N.S.T.E.P.P. Project student inclusion checklist. Durham, NH: I.N.S.T.E.P.P. Project, Institute on Disability, University of New Hampshire.

Descriptors: checklists; disabilities; students; socialization; curriculum; extra-curricular activities; transportation; program evaluation; planning

Abstract: This checklist is intended to be used as a student-specific indicator of inclusion in typical school activities for students with disabilities. It can also serve as a planning guide for further actions to promote inclusion. The checklist is divided into four categories: 1) membership, 2) participation, 3) friendships, and 4) quality education.

Source:
I.N.S.T.E.P.P. Project
Institute on Disability
University of New Hampshire
Morrill Hall
Durham, NH 03824

Cost: free

Institute on Community Integration. (1993). An integration checklist. Minneapolis: Institute on Community Integration, University of Minnesota.

Descriptors: severe disabilities; students; socialization; instructional strategies; checklists; planning.

Abstract: This checklist can be used to guide team planning for implementation of programs of inclusion for students with severe disabilities. The more than 50 items included in the checklist are designed to answer such questions as: 1) What does it mean for students with severe disabilities to be included? 2) What should inclusion look like? 3) How can we facilitate inclusion? and 4) How can classmates be involved?

Source: Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Cost: free

LEARNS. (1992). LEARNS inclusive schools student inventory. Orono, ME: LEARNS, University of Maine, Center for Community Inclusion.

Descriptors: checklists; socialization; transportation; curriculum; instructional strategies; teachers; teams; families; collaboration; support systems; IEP; transition.

Abstract: This checklist is designed to evaluate inclusive school environments and classrooms to determine how fully the needs of students with disabilities are being included. The 51-item checklist is divided into the following topical categories: 1) environmental considerations, 2) integration considerations, 3) interaction with peers during the school day, 4) curricular and instructional considerations, 5) classroom considerations, and 6) program design/monitoring considerations.

Source:

LEARNS
University of Maine
Center for Community Inclusion
5704 Alumni Hall
Orono, MY 04469-5703
(207) 581-1084

Cost: free

Meyer, L. H., Eichinger, J., & Downing, J. (1992). Program quality indicators (PQI): A checklist of most promising practices in educational programs for students with severe disabilities. Syracuse, NY: Syracuse University.

Descriptors: severe disabilities; checklists; evaluation, teams; families; program evaluation; philosophy; IEP; collaboration; facilities; accessibility; parents; staff training/preparation

Abstract: This is a checklist of best practices in the education of students with severe disabilities with an inclusive orientation. It is designed to be used by school district personnel, families, and consumer groups to rate the quality and effectiveness of their programs and identify areas where change is needed. The checklist is divided into six areas: 1) program philosophy, 2) program design and student opportunities for learning, 3) systematic instruction and performance evaluation, 4) IEP development and parent participation, 5) staff development and team collaboration, and 6) facilities and resources. A numerical rating of zero to three is assigned to each of the 119 items included; a summary score sheet completes the checklist which allows for an overall evaluation of program strengths and development needs.

Source:
TASH
11201 Greenwood Avenue North
Seattle, WA 98133
(206) 361-8870 TCC: (206) 361-0113

Cost: $10.00

Minnesota Inclusive Education Technical Assistance Project. (1992). Integration checklist: A guide to full inclusion of students with disabilities. Minneapolis: Institute on Community Integration, University of Minnesota.

Descriptors: checklists; severe disabilities; teams; planning

Abstract: The Integration Checklist was designed to be a tool to help educational team members identify potential indicators of inclusion in their schools. It can also be used to help teams facilitate the membership, participation, and learning of students with disabilities in regular education classes and other integrated school settings. The checklist is divided into four sections--"Go With the Flow," "Act Cool," "Talk Straight," and "Look Good"-- each related to a different aspect of inclusion. Education team members can ask the 33 questions included in the checklist for each individual student in a specific class. The brochure warns that team members should not view the checklist as an absolute measure of inclusion because every indicator may not be appropriate for each student and each class. Instead, it should be used to guide team planning and discussion.

Source:
Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: free

Montie, J., Vandercook, T., York, J., Flower, D., Johnson, S., & Macdonald, C. (1992). Inclusion practice priorities instrument. Minneapolis: Achieving Membership Program, Institute on Community Integration, University of Minnesota.

Descriptors: disabilities; community; teams; classrooms; best practices; checklists; planning

Abstract: The Inclusion Practice Priorities Instrument was developed to assist individuals or teams to review best practice indicators regarding the development of inclusive school communities and to establish priority targets for improvement. The instrument covers school community issues, team issues, and classroom issues. For each area, a review sheet gives examples of what "best practice" looks like and what it does not look like. A worksheet accompanies each review sheet, which may be used to structure a discussion of the best practice indicators. For each indicator, individual(s) using the instrument are asked to a) consider whether he/she agrees with the identification of that item as a best practice, b) determine the degree to which that practice is currently happening in the school community, and c) decide the level of priority to be given to improving that practice. For best practices identified as top priorities, action plan sheets are provided for planning.

Source:
Achieving Membership Program
Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455

Cost: free

South Dakota Statewide Systems Change Project. (1993). **School inclusion assessment in South Dakota Statewide Systems Change Project. A closer look at inclusion.** **Pierre, SD: Statewide Systems Change Project.**

Descriptors: checklists; disabilities; assessment

Abstract: This school district "self-survey" is designed to help a school district determine how closely it is successfully accomplishing full inclusion. Districts rate themselves from zero to 3 on 50 "quality indicators" and room is provided on the survey to make additional comments where appropriate.

Source:
Statewide Systems Change Project
121 West Dakota
Pierre, SD 57501

Cost: free

Wilcox, B., & Sprague, J. (1992). Inclusive school guidelines: A template for including all students in the neighborhood school. Bloomington, IN: Center for School and Community Integration, Institute for the Study of Developmental Disabilities.

Descriptors: disabilities; planning; teachers; administrators; parents; collaboration; community; IEPs; instructional strategies; families; evaluation; outcomes; policies; collaboration; funding

Abstract: This document provides a template which may be used by school staff, students, and parents for planning and monitoring the implementation of an inclusive school program. The guidelines include building outcomes, teacher of record outcomes, and student outcomes. The guidelines are structured around seven areas—policies and procedures, collaboration of special education personnel with the community, inclusion of students with disabilities in the community, IEP development, design and delivery of effective instruction, choice and dignity of students, and family participation. For each area, questions are asked to address "What will it take?", "What will it mean?" and "What should we look for?" and "What action is needed?". Space is provided for listing the actions needed to achieve each result.

Source: Center for School and Community Integration
Institute for the Study of Developmental Disabilities,
Bloomington, IN 47405

Cost: free

Disability Awareness

DISABILITY AWARENESS

The resources included in this section are intended to raise awareness of individual differences and needs and foster closer relationships among students with and without disabilities. Several of these resources include strategies for raising the self-esteem of all students while they develop sensitivity for one another and respect for each other's varied learning styles. An innovative program in Wisconsin described in "Educating Nondisabled Children About Disabilities" uses a wooden bathtub full of books, puppets, flashcards, videotapes, and other resources to teach elementary students about disability awareness. Authors of "Enhancing Integration of Students with Severe Disabilities Through Curricular Infusion: A General/Special Educator Partnership" suggest that disability awareness should be infused in the regular education curriculum periodically at natural points rather than during special, add-on sessions.

Many of the videos abstracted in the Videos section of the bibliography can also increase disability awareness by showing students with disabilities interacting with their regular-aged peers in inclusive settings.

Educating nondisabled children about disabilities. (1994). ***Early Childhood Report*, 5(2), 12.**

Descriptors: disability awareness

Abstract: This article describes an innovative program launched in 12 elementary schools in Wisconsin to promote disability awareness through books. The Disabilities Awareness Tub is a large wooden washtub filled with books, puppets, videotapes, flashcards, and posters each designed to help children become more aware of and better understand individuals with disabilities. Now in its second year, the Disability Awareness Tub has proved very popular and originators of the project anticipate dissemination throughout the state.

Hamre-Nietupski, S., Nietupski, J., Ayres, B., Savage, M., Mitchell, B., & Bramman, H. (1989). Enhancing integration of students with severe disabilities through curricular infusion: A general/special educator partnership. *Education and Training of the Mentally Retarded,* 24(1), 78-89.

Descriptors: severe disabilities; middle school; curriculum; disability awareness

Abstract: This paper describes efforts to promote the integration of students with severe disabilities into a regular middle school through a process called curricular infusion. Curricular infusion attempts to incorporate information to improve sensitivity and awareness on the part of students without disabilities into the curriculum at natural points rather than adding sessions on. While this paper is specifically concerned with middle school students and the social studies curriculum, suggestions are given for implementing curricular infusion across other grade levels and in other curricular areas. Such an approach could be used with students in regular schools when a program of inclusion is being initially implemented.

National Easter Seal Society. Friends who care. Chicago, IL: National Easter Seal Society.

Descriptors: disabilities; elementary; video; visually impaired; hearing impaired; learning disabilities; developmental disabilities; physical disabilities

Abstract: This disability awareness program includes a teacher's guide, video, disability worksheets, and posters all designed to introduce elementary students to students with disabilities and accept them first as people. Materials included are designed to raise awareness of the challenges that particular disabilities present for some students as well as those students' feelings about being considered different. The teacher's guide includes lessons on visual disabilities, hearing disabilities, learning disabilities, developmental disabilities, and physical disabilities. Worksheets accompany each lesson and correspond to sections on the video where students with these disabilities describe their lives and experiences. This program would provide good introductory information for a school beginning the process of inclusion of students with disabilities into regular classrooms.

Source:
National Easter Seal Society
Communications Department
70 East Lake Street
Chicago, IL 60601
(312) 726-6200 or (312) 726-4528 (TDD)

Cost: $25.00 plus $4.00 shipping & handling

Schaffner, C.B., & Buswell, B.E. (1992). Connecting students: A guide to thoughtful friendship facilitation for educators & families. Colorado Springs, CO: PEAK Parent Center Inc.

Descriptors: friendships; awareness

Abstract: The authors of this book are committed to the idea that facilitating friendships for students with disabilities is an important next step for implementing inclusive practices. Based on an assumption that friendships and interpersonal relationships are preconditions for learning in schools, this book is a helpful guide for encouraging and assisting all sorts of relationships for students with disabilities. Friendship facilitators can be "regular educators, teacher aides, classmates, family members, special educators, therapists, counselors and community people who know the student well and are committed to her long-term success and happiness." Helpful reflection exercises are included at the end of each chapter.

Source:
PEAK Parent Center Inc.
6055 Lehman
Colorado Springs, CO 80918
(719) 531-9400

Cost: $9.50

Stainback, W., Stainback, S., & Wilkinson, A. (1992). Encouraging peer supports and friendships. *Teaching Exceptional Children*, 24(2), 6-11.

Descriptors: friendships; awareness; peer support

Abstract: This article suggests strategies for promoting interactions between students with disabilities and students in regular education classrooms. Based on what classroom teachers have said is effective and a review of research, the authors present several strategies for building peer support: foster proximity; encourage support and friendship development; teach peer support and friendship skills; foster respect for individual differences; and provide a positive model. The authors caution that a student's individual style should be considered when using the strategies and that friendships should not be forced.

Tamaren, M. C. (1992). I make a difference: A curriculum guide building self-esteem and sensitivity in the inclusive classroom. Novato, CA: Academic Therapy Publications.

Descriptors: disability awareness; elementary; middle school; learning disabilities; teachers; curriculum; self-esteem; learning styles

Abstract: This curriculum guide is designed to enhance cooperation and self-esteem of students in grades 4 - 8. It is designed to create a milieu in which students acknowledge and support one another's uniqueness and special abilities so that mutual respect can nurture development of self-regard. With an emphasis on learning disabilities, the guide covers multiple curriculum areas that explore interpersonal relations and intrapersonal strengths.

Lessons are presented in the context of eight major themes covering such topics as learning style preferences, building self-esteem, developing sensitivity, the teacher as model, and understanding and respecting variation in learning styles.

Source:
Academic Therapy Publications
20 Commercial Blvd.,
Novato, CA 94949-6191
(415) 883-3314

Cost: $13.50

Vandercook, T., Tetile, R. R., Montle, J., Downing, J., Levin, J., Glanville, M., Solberg, B., Branham, S., Eilson, L., & McNear, D. (1993). Lessons for inclusion. Minneapolis, MN: University of Minnesota: Institute on Community Integration.

Descriptors: disability awareness; elementary; cooperation; socialization; disabilities; self-esteem

Abstract: Appropriate for students in grades K-4, this set includes lessons for 16 activities, poster, and nine children's books designed to assist educators to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members. Themes covered in the lessons include: "Including Everyone," "Liking Myself," "Making and Keeping Friends," and "Cooperating with Others."

Source:
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost:
$50.00 (Lessons, poster, & 9 books)
$10.00 (Lessons and poster)

Early Childhood

EARLY CHILDHOOD

Young children are often the most accepting of one another and the least concerned among us about individual differences. Some of the most successful inclusion efforts have taken place on the preschool level where peer interaction and modeling play such a significant part in a child's development.

The resources abstracted in this early childhood section present exemplary models and strategies for planning, implementing, and evaluating inclusionary programs as well as overcoming policy barriers to inclusion. Publications from the TEEM Project in Burlington, VT focus on the successful transition of children from inclusive preschool programs into kindergarten and other regular education environments. In "Starting Small: Inclusion and Early Childhood Education," Dave Rostetter suggests that quality service delivery in early childhood has the same ingredients as inclusive services.

This section of the bibliography includes profiles of child care centers in Tacoma, WA and Amherst, NH where children with and without disabilities play and learn together. Sunrise Children's Center practices "reverse mainstreaming" and is guided by the philosophy that every child is an individual and no one is segregated. Every child at the center has an IEP and peer teaching is considered an important component of the curriculum. Authors of "Teaching Preschool Children with Autism and Their Normally Developing Peers: Meeting the Challenges of Integrated Education," who developed a preschool program at Rutgers University which integrated normally developing children and those with autism, offer seasoned advice and guidance on program development based on their experiences.

Research presented in several studies abstracted here provide positive evidence that early inclusion experiences are beneficial for children with disabilities as well as those following normal developmental patterns, especially in the area of language development and socialization.

Authors of "Early Childhood Intervention and Education: The Urgency of Professional Unification" propose the professional integration of early childhood special education and early childhood education. Unification, they contend, would improve service delivery, increase integration and result in better trained service providers.

Similarly, P. S. Miller presents a forceful argument for inclusive teacher education programs in early childhood.

Anketell, M. (Ed.). (1993). ***The early integration training project: Trainer's manual.*** **(ED 356 578).**

Descriptors: families; preschool; training; early childhood

Abstract:

The materials included in this manual are designed for trainers who are interested in facilitating an increase in the integrated options available for young children with disabilities and their families. The training materials are divided into four content areas: 1) "What is Integration?" which provides information on integration and quality programming for young children with disabilities; 2) "Who are the Children?" which provides information on the abilities and needs of young children with and without disabilities; 3) "Who Are the Adults?" which provides information on options for integrated programs and identifies the roles, responsibilities, and areas of expertise on the adult team members; and 4) "Problem Solving Strategies and Preparation for Integration" which provides solutions to identified barriers to integration. Each module includes four sections: module text, training activities, forms for overhead transparencies, and summary papers.

Source:

National Clearinghouse of Rehabilitation Training Materials
Oklahoma State University
816 West 6th St.
Stillwater, OK 74078-0435
(403) 624-7650 or (800) 223-5219

Aveno, A. (1993). The Systematic Integrated Preschool Education Model. Charlottesville, VA: Curry School of Education, University of Virginia.

Descriptors: preschool; early childhood; severe disabilities; IEPs; curriculum; planning; evaluation

Abstract: This federally-funded project validated an instructional approach that accommodates the needs of preschool children with severe disabilities in integrated settings. This final report of the Systematic Integrated Preschool Education (SIPE) Model established demonstration classrooms that met the educational needs of all children in the same classroom setting and: 1) made team decisions about individualized educational assessment and programming using a socially validated home, school, and community routine-based approach; 2) provided multiple planned opportunities for family involvement in assessment, and in IEP development and implementation; 3) used an individualized functional curriculum process which ensures that skills targeted for instruction promote maximum participation in home, school, and community routines; 4) made each IEP a precise, meaningful document which is used for instructional accountability and monitoring as well as for educational planning and implementation; and 5) used systematic, data-based instruction that fosters active participation and interaction of each child in every classroom routine.

Source:
Curry School of Education
University of Virginia
Charlottesville, VA 22903

Cost: free

Bogin, J. (1991). The Sunrise Children's Center: Including children with disabilities in integrated care programs. ***Children Today*****, 20(2), 13-16.**

Descriptors: preschool; disabilities; peers; early childhood; socialization; peer teaching; IEP

Abstract: This article profiles the Sunrise Children's Center in Amherst, NH that practices "reverse mainstreaming" with 55 children ages two through six. The philosophy of the center is simple: "All children are individuals. Together we form a diverse and supportive community. There are no separate classes, no differences in curriculum except individual modifications, and there is no segregation." All students at the school have IEPs, and peer teaching is considered an important component of the curriculum. Individual profiles of four students are included.

Burton, C. B., Hains, A. H., Hanline, M. F., McLean, M., & McCormick, K. (1992). Early childhood intervention and education: The urgency of professional unification. *Topics in Early Childhood Special Education* , (11)4, 53-69.

Descriptors: preschool; early childhood; philosophy; policies; regular education; special education

Abstract: This article proposes the professional integration of early childhood special education and early childhood education. Common areas of interest include policy, professional practice, and the importance of flexible child-centered and family-centered services. Unification, the authors propose, would improve service delivery, increase integration, and result in better trained service providers.

Cole, K. N., Mills, P. E., Dale, P. S., & Jenkins, J. R. (1991). Effects of preschool integration for children with disabilities. *Exceptional Children*, 58(1), 36-45.

Descriptors: preschool; disabilities; early childhood; reading; language; research

Abstract: This study examined the effects of integration and segregation in a special education preschool program for children with mild to moderate disabilities to determine the degree to which initial level of development influences gains achieved in the two settings. The study was conducted over a four-year period and included differing numbers of children each year for a total of 124 , ages 3-6 years, 100 of which had mild to moderate disabilities according to Washington State criteria for special education eligibility as "developmentally delayed." Students were randomly assigned to integrated and segregated classrooms. A battery of four tests (McCarthy Scales of Children's Abilities, Peabody Picture Vocabulary Test-Revised, Test of Early Language Development, and Test of Early Reading Ability) administered preintervention and post intervention indicated no significant overall differences between the integrated and segregated settings. Multiple regression analyses used to evaluate Aptitude-by-Treatment interactions revealed that lower functioning children made greater gains in segregated settings, whereas relatively higher functioning children made greater gains in integrated settings.

Demchak, M. A., & Drinkwater, S. (1992). Preschoolers with severe disabilities: The case against segregation. ***Topics in Early Childhood Special Education,*** **11(4), 70-83.**

Descriptors: preschool; severe disabilities; socialization; early childhood; staff training/preparation

Abstract: Although many early childhood educators are receptive to the idea of inclusion of preschoolers with mild or moderate disabilities, they are not as willing to include children with severe disabilities because of the perceived extensive modifications to serve this population. In this article the authors discuss a rationale for and benefits of inclusion of preschoolers with severe disabilities. Possible strategies for effective integration such as teacher preparation, environmental arrangements, social interaction strategies, post enrollment activities, as well as issues for the future to consider are discussed.

Division of Early Childhood, Council for Exceptional Children. (1993). DEC position statement on inclusion. Reston, VA: Division of Early Childhood, Council for Exceptional Children.

Descriptors: early childhood; policies; philosophy; teacher training; research; community; support systems; collaboration

Abstract: This brief statement stresses a belief in and support of full and successful access to health, social services, education, and other supports and services for young children and their families. Full participation in community life is an ultimate goal. To implement inclusive practices, DEC stresses its support of inclusion supports, services, and systems, preserve and inservice training opportunities, collaboration, research, and restructuring and unification of social, education, health, and intervention supports.

Source:
Division of Early Childhood
Council for Exceptional Children
1920 Association Drive
Dept. K4012
Reston, VA 22091-1589
(703) 620-3660

Cost: free

Erwin, E. J. (1991). Guidelines for integrating young children with visual impairments in general educational settings. *Journal of Visual Impairment and Blindness,* 8 (6), 253-260.

Descriptors: visually impaired

Abstract: This article offers seven guidelines for best practices in integrating children who are blind or visually impaired with their age-appropriate peers. Guidelines are based on literature on early childhood special education and education of children with visual impairments.

Fox, W., & Ross-Allen, J. (1991). Project TEEM Outreach: Transition into the elementary education mainstream throughout rural Vermont. Vermont State-Wide Outreach Project. (ED 341 202).

Descriptors: preschool; early childhood; transition (early childhood)

Abstract: This final report describes a model designed to help the transition of young children with special needs from early childhood programs into regular kindergarten and other regular education environments. It also assesses the impact of TEEM (Transition into the Elementary Education Mainstream) Outreach in disseminating and replicating the model throughout Vermont. Appendices include a list of best practices and critical activities; a sample format for TEEM institutes; a worksheet to develop written transition procedures; and sample transition planning forms.

Hanline, M. F., & Hanson, M. J. (1989). Integration considerations for infants and toddlers with multiple disabilities. *Journal of the Association of Persons with Severe Handicaps*, 14(3), 178-183.

Descriptors: severe disabilities; preschool; early childhood; families; health; safety; staff preparation/training; classroom management; schedules; staff training/preparation; facilities; instructional strategies; support systems; IEP; assistive technology

Abstract: Planning and implementing successful social integration experiences for infants and toddlers with multiple disabilities are discussed in this article. Making such plans requires consideration of such issues as the developmental needs unique to this age group, family needs and concerns, health and safety considerations, and staff training needs.

Holden, L., Kaiser, M., Sykes, D., & Tyree, R. (1993). Quilting integration: A technical assistance guide on integrated early childhood programs. Columbus: Ohio State University.

Descriptors: early childhood; preschool; disabilities; collaboration; change process; leadership; teachers; administrators; consumers

Abstract: This guide is based on stories gathered from consumers, teachers, and administrators with early childhood programs around Ohio that include children with disabilities. These recorded and transcribed conversations about their work form the basis of the manual. The ideas presented are illustrated with the steps involved in quilting, recognizing the importance of the quilt maker's own adaptations and creativity. Concepts of change, leadership, collaboration, and conflict resolution are covered as important aspects of efforts to be included.

Source:
National Clearinghouse of Rehabilitation Training Materials
816 West 6th St.
Oklahoma State University
Stillwater, OK 74078-0435
(405) 624-7650 or (800)223-5219

Cost: $11.25

Jenkins, J. R., Odom, S. L., & Speltz, M. L. (1989). Effects of social integration on preschool children with handicaps. *Exceptional Children*, 55(5), 420-428.

Descriptors: preschool; mild disabilities; moderate disabilities; socialization; language

Abstract: This study examined the effects of a) integrating 72 preschool children with and without disabilities into an inclusive setting and b) setting up conditions designed to promote social integration. The 56 children with mild or moderate disabilities were randomly divided into four experiment conditions: integrated/social interaction, integrated/child-directed, segregated/social interaction, and segregated/child-directed. Observations revealed a higher proportion of interactive play as well as higher language development, in the social interaction conditions; similarly, the children in this situation were rated significantly higher by their teachers in the area of social competence. As predicted by the authors, the integration did not affect pre-academic performance, fine motor skill development, and gross motor skill development. The results indicate the potential of inclusive settings for enhancing language and social development is greater than academic achievement among children with disabilities.

McCall, R. (1994). An inclusive preschool physical education program. ***Journal of Physical Education, Recreation, and Dance*, 65(1), 48-50.**

Descriptors:	early childhood; preschool; physical education; curriculum; teachers
Abstract:	An adapted physical education teacher in the Main Street Early Education Program in Syracuse, NY relates her experiences teaching physical education skills to young children with disabilities. She discusses effective curriculum and lesson plan development and makes recommendations for future programming. She notes a trend toward adapted physical education teachers working as consultants to staff members rather than as direct service providers.

McLean, M., & Haline, M. F. (1990). Providing early intervention services in integrated environments: challenges and opportunities for the future. ***Topics in Early Childhood Special Education,*** **10(2), 62-77.**

Descriptors: preschool; early childhood; integrated service delivery; least restrictive environment; families; community; infants; toddlers

Abstract: This paper reviews trends in the integration of children with disabilities and proposes replacement of the traditional concept of least restrictive environment as a continuum of placement with a concept of integration opportunities determined by individual needs, family needs, and community resources. For infants and toddlers, it is suggested that a broad-based view of integration focus on integration of the child into the family and integration of child and family into the community. The need for integrated service delivery through extensive personnel training and coordination of services systems is stressed.

Miller, P. S. (1992). Segregated programs of teacher education in early childhood: Immoral and inefficient practice. *Topics in Early Childhood Special Education*, (11)4, 39-52.

Descriptors: early childhood; preschool; teacher education; teacher certification; regular education; special education

Abstract: This article presents philosophical, legal, moral, economic and empirical bases to support educating teachers who are qualified to work with nondisabled as well as disabled children and their families. Certification standards and an integrated teacher education curriculum are discussed. Efforts by three states--New York, North Carolina, and Kentucky--to develop early childhood teacher education guidelines and certification plans that integrate the fields of early childhood and early childhood special education are also discussed.

Peters, J. (1993). Supporting children with disabilities in early childhood programs. Monmouth, OR: Teaching Research Publications.

Descriptors: preschool; early childhood; related services; staff training/preparation; IFSPs; instructional strategies; student evaluation; socialization; parents

Abstract: The author describes a nationally validated early childhood outreach model, the Teaching Research Integrated Preschool Model (TRIP), which has successfully embedded proven practices in special education and developmentally appropriate practices from the field of early childhood. Contents include an overview of integrated preschool models; assessment and IFSP development; activity based instruction; individualizing instruction; monitoring child's progress; enhancing social interactions; training and support for staff; parent involvement; and the role of related service providers.

Source:
Teaching Research Publications
Western Oregon State College
345 N. Monmouth Ave.
Monmouth, OR 97361
(503) 838-8391

Cost: $20.00

Pisarchick, S. E. (1992). Integration. Project Prepare: Competency-based personnel preparation in early childhood education. Washington, DC and Columbus, OH: Department of Education, Washington, DC and Ohio State Department of Education, Columbus Division of Early Childhood Education. (ED 353 755).

Descriptors: preschool; disabilities; socialization; families

Abstract: This guide is one of nine competency-based training modules for personnel preparation in early childhood special education that focuses on integration of children with disabilities in preschool programs. All modules in this series are based upon the following values: developmentally appropriate practice, integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Each module includes goals, competencies, and objectives, with a matrix for each objective identifying activities, resources, and leader roles. Relevant handouts, forms, and readings are provided for each objective.

Radonovich, S., & Houck, C. (1990). An integrated preschool: Developing a program for children with developmental handicaps. *Teaching Exceptional Children*, 22(4), 22-26.

Descriptors: Washington; preschool; early childhood; evaluation; disabilities; support systems

Abstract: This article describes a preschool program in Tacoma, WA which made a successful transition from a segregated approach to one that integrates 47 children with and without disabilities. The rationale supporting the change and the process the staff followed in order to plan for the change are outlined. Authors include a description of the inclusive preschool program, including a continuum of language and gross motor services offered and a daily schedule. Under the program guidelines, related services are provided to the children with disabilities on an individual basis and in small-group settings within the classroom. These children also participate with their nondisabled peers in large-group instruction that is a part of the preschool curriculum. Changing the structure of a preschool program requires ongoing problem solving, program evaluation, and improvement.

Ross-Allen, J., & Conn-Powers, M. (1991). TEEM: A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. Burlington, VT: Center for Developmental Disabilities, University of Vermont.

Descriptors: preschool; transition (early childhood); elementary; families

Abstract: This manual describes a model for planning the transition and entry of young children with special needs into kindergarten of their local elementary school and other regular education environments. The model is based upon the following three criteria: 1) the model should address the strengths, needs, and characteristics of children, families and school systems, 2) the model should promote the implementation of best practices in transition planning, and 3) the model should result in the successful transition of children to kindergarten and other regular education environments. The manual provides information on implementing best practices and strategies for the transition of young children from early childhood programs to kindergarten and other regular education environments, establishing and implementing systematic procedures which incorporate best practices in transition planning, and promoting successful transitions. Project TEEM was developed, field tested, and refined with the cooperation of five school districts in Vermont.

Source:
Center for Developmental Disabilities
The University Affiliated Program of Vermont
University of Vermont
499C Waterman Building
Burlington, VT 05405
(802) 656-4031

Cost: $6.00

Rostetter, D. (1994). Starting small: Inclusion and early childhood education. ***Inclusive Education Programs,*** **1(1), 3-5.**

Descriptors: early childhood; families; placement; court cases; legal interpretations; preschool; elementary

Abstract: The author of this article discusses criteria recognized to define inclusive schools and applies it to early childhood services. The "essential element of quality services to young children," the author stresses, "is that these services be family-centered and family-focused. Inclusion must provide the services that support the family and its efforts to provide all the necessary social, emotional, health, and learning activities." Quality service delivery to young children has the same ingredients as those for inclusive service, which the author lists as: 1) a strong reliance on collaborative approaches to services and problem solving, 2) a shared sense of responsibility, 3) an emphasis on supporting the child and the family as the focal point of services, 4) the utilization and development of service structures where children would normally be if not disabled, and 5) a deep commitment to focus on serving children where they are. Participants in the early intervention service system have an opportunity to positively influence the existing school system, Rostetter suggests. Demonstrating the current trend in litigation, he cites three court cases which have succeeded in "pushing the inclusion agenda forward" by mandating inclusive classroom placement for students in first and second grades.

Smith, B.J. & Rose, D. E. (1993). Administrator's policy handbook for preschool mainstreaming. Cambridge, MA: Brookline Books.

Descriptors: disabilities; preschool; policies; Chapter 1; IEPs; legislation; program evaluation; checklists; early childhood; least restrictive environment; Arizona; administrators; resources; legislation

Abstract: Designed for public school administrators, this handbook serves as a guide to help develop policies and procedures that allow for inclusive placements of preschool children. The book includes information on identifying policy barriers and options that may serve as disincentives to inclusion and enacting changes that will insure appropriate placement for preschool children with disabilities. Legal resource materials, resource people and agencies/programs, Chapter 1 policy clarification, and sample policy documents from states as well as local education agencies are also included in the handbook. Appendices include an OSEP memorandum on Placement of Preschool Aged Children with Handicaps in the Least Restrictive Environment; Arizona Self-Study Project: Early Childhood Special Needs Component, including an evaluation checklist ; and a summary of Vermont's Act 230, which has reformed the special education system to become one of the most inclusionary in the country.

Source:
Brookline Books
P.O. Box 1046,
Cambridge, MA 02238-1046
(617) 868-0360

Cost: $39.95

Smith, B.J., Slisbury, C.L., Rose, D.F. (1992). Policy options for preschool mainstreaming. ***Case in Point*****, 7(2), 17-30.**

Descriptors: preschool; policies; surveys; parents; community; administrators; early childhood

Abstract: The Research Institute on Preschool Mainstreaming conducted a nationwide survey and follow-up case studies of state and local administrators, preschool coordinators, parents, community programs, and others to ascertain policy barriers and policy options for preschool mainstreaming. The barriers and the options that states and localities have developed to implement mainstream placements are reported. The appendices provide greater detail on respondents' descriptions of policy disincentives and their suggestions for overcoming those disincentives.

TEEM: Transition into the Elementary Education Mainstream: A newsletter of the National TEEM Outreach Project. **(1993. first edition).**

Descriptors: early childhood; preschool; transition (to kindergarten); families

Abstract: This newsletter provides information about National TEEM Outreach, a three-year (November, 1992 - October, 1995) Early Education Program for Children with Disabilities project, and state of the state information about how the TEEM model is being replicated in participating states. The TEEM model is designed to address the strengths, needs, and characteristics of children, families, and school systems and to promote the implementation of best practices in transition planning.

Source:
Center for Developmental Disabilities
The University Affiliated Program of Vermont
499C Waterman Building
University of Vermont
Burlington, VT 05405-0160
(802) 656-4031

Cost: free

Tomchek, L. B., Gordon, R., Arnold, M., Handleman, J., & Harris, S. (1992). Teaching preschool children with autism and their normally developing peers: Meeting the challenges of integrated education. *Focus on Autistic Behavior*, 7(2), 1-17.

Descriptors: early childhood; preschool; autism; socialization; assessment; planning; curriculum; schedules; peers; behavior management; teachers; teams; parents; transition (early childhood)

Abstract: Based upon the experiences of Douglass Developmental Disabilities Center of Rutgers University in setting up a preschool where normally developing children were integrated with children with autism, this article details program development to replicate the model. Considerations included by the authors are: students, assessment, curriculum, scheduling, behavior management, staffing, parental involvement, and transition. A summary of suggestions for practitioners based upon the authors' experiences is included.

Fiscal Implications

Fiscal Implications

FISCAL IMPLICATIONS

Money concerns are currently foremost in the minds of many school personnel. Does inclusion save money or cost money? This question is driving much of the discussion about inclusion, particularly among administrators. The Journal Inclusion Times for Children and Youth with Disabilities summarizes two newspaper opinion pieces on the costs of inclusion. On the question of incentives or disincentives of certain state funding formulas for inclusive practices, "Inclusion Times" summarizes a proposal for a fiscally neutral funding policy in New York. Funding formulae are addressed in the Center for Special Education Finance (CSEF) publication "Resource and Cost Analysis Planned in Three Reform States." Current and planned fiscal reforms are detailed for the states of Oregon, Kentucky and Florida. Another CSEF publication addresses the role of the federal government in state fiscal reform.

There are only three items in this section, but numerous entries within other sections address the issue of funding as well. See the descriptor "funding" for additional information.

Center for Special Education Finance. (1993). Resource and cost analysis studies planned in three reform states. *The CSEF Resource,* 1(2), 3.

Descriptors: funding

Abstract: This article describes collaborative work the Center for Special Education Finance is undertaking in three states undergoing various reforms in special education finance. Among the issues CSEF will study in Kentucky are district incentives for moving toward inclusionary practices in special education. In Oregon CSEF is conducting a cost-benefit study of full inclusion that will address three questions: 1) What are the costs of alternative models for implementing inclusionary practices, and how do the costs of these alternative models compare to the costs of "regular" education? 2) How do these costs compare to the costs of more traditional service delivery models in special education? 3) What resources will be required to implement inclusionary practices successfully? CSEP is working with the state of Florida to develop an alternative scheme of funding special education based on the concept of student needs instead of their disabling conditions.

The financial perspective. (1993, Winter). ***Inclusion Times for children and youth with disabilities*, 5.**

Descriptors: funding

Abstract: Excerpts from three sources where inclusion and educational finance are discussed are summarized in this article: 1) Albert Shanker's column in the New York Times on Sept. 19, 1993, which warns that if dollars are allocated to make inclusion work, the diversion of funds from regular education will result in "further deterioration of public schools," 2) Laurence Liberman's letter to the editor in Education Week for Dec. 16, 1992 which charges that inclusion is a ploy to save money by "dumping" special education students back into regular education classes, and 3) A draft state funding paper disseminated by the new York State Education Department in July, 1993 which proposes modifying state funding formulas to achieve fiscal neutrality so that current disincentives for using inclusive models which exist in some states now would be eliminated and choices regarding student placement could be made solely on need, not on costs to the school system

Parrish, T. B. (1993). State funding provisions and least restrictive environment: Implications for federal policy. Palo Alto, CA: Center for Special Education Finance.

Descriptors: funding; disabilities; least restrictive environment; placement; state policy; federal policy

Abstract: This policy brief discusses how certain types of state funding provisions create fiscal incentives for more restrictive placements. Because such incentives run counter to federal regulations, federal action to promote more placement neutral funding systems may be warranted. The author discusses four possible federal policy options to promote alternative forms of state fiscal policy. He concludes that a single type of formula will not be ideal for all states. Instead, the author suggests that the most effective federal policy may be to provide education and technical assistance to states to help them adopt and implement funding provisions that are consonant with overall federal and state policy goals.

Source:
Center for Special Education Finance
American Institutes for Research
1791 Arastradero Road
P. O. Box 1113
Palo Alto, CA
94302-1113
(415) 493-3550

Cost: free

Legal Issues

LEGAL ISSUES

With the entrance of the courts into the discussion, inclusion takes on an added dimension. The resources in this section primarily address recent court cases and the implications growing out of those cases for school districts. The legal concept of least restrictive environment is discussed in the context of inclusion and in light of court decisions. Though there is a clear trend toward the courts viewing the regular classroom as the preferred placement option (e.g., Rafael Oberti and Rachel H.), one article reports on a Connecticut hearing officer's rejection of full inclusion for a 12-year-old student with a serious learning disability and an attention deficit disorder.

Boundy, K. (1992). Promoting inclusion for all students with disabilities. Cambridge, MA: Center for Law and Education.

Descriptors: legal interpretations; court decisions; disabilities; least restrictive environment

Abstract: Drawing upon federal statutory provisions and court decisions, the author discusses barriers to full inclusion experienced by students with disabilities during the past 15 years. She then lists some key questions for challenging exclusion and the denial of full inclusion to students with disabilities. Strategies or remedies to address key problems are discussed. The legal bases for maximum appropriate integration/least restrictive environment/full inclusion are explained, and recent court decisions that indicate a movement toward full inclusion are reviewed.

Source:
Center for Law and Education
955 Massachusetts Ave.
Cambridge, MA 02139
(617) 876-6611

Cost: $5.00 plus postage

Champagne, J. F. (1993). Decisions in sequence: How to make placements in the least restrictive environment. *EDLAW Briefing Paper*, 2(9-10), 1-16.

Descriptors: court cases; legal interpretations; least restrictive environment; placement

Abstract: This paper discusses what constitutes placement in the least restrictive environment and how that placement is to be realized in a manner that is sound both conceptually and legally. The primary discussion examines the factors affecting placement decisions and proposes a model for making decisions that comport with what the law requires. Additionally, this model is tested against case law which appears in separate boxed text on each page. Twelve relevant court cases are discussed.

Source:
EDLAW Inc.
P. O. Box 59105
Potomac, MD 20859-9105
(301) 983-2543

Cost: $25.00

Federal Board. Appeals court supports inclusion. (SpecialNet message January 25, 1994).

Descriptors: court cases; moderate disabilities

Abstract: This message reports the Jan. 24, 1994, decision of a federal appeals court in favor of an inclusionary classroom placement for an 11-year-old student with moderate disabilities. The text summarizes the Board of Education, Sacramento City Unified School District v. Holland case in which parents sought full-time placement in a regular education classroom for their daughter, Rachel. The district had maintained that a student with her disabilities could not benefit from full-time placement in a regular academic setting and should be kept in special education for academic subjects and integrated into regular education classes for other subjects, such as art and physical education. Since 1989 Rachel has been enrolled in a regular classroom in a private school. The appeals court upheld a 1992 decision made by a U. S. District Court judge which ruled that Rachel would learn more through full inclusion. The judge ordered the district to provide an aide and consultant to work part time with Rachel's teacher. The district argued that such assistance might cost as much as $109,000 per year, which the federal appeals court said was an exaggerated estimate.

Inclusive program rejected; private school placement ordered. (1994). ***Individuals with Disabilities Education Law Report*, 20(9), 98-99.**

Descriptors: court cases; least restrictive environment; learning disabilities; attention deficit disorder; legal interpretations; IEPs

Abstract: This article reports that a Connecticut hearing officer rejected full inclusion for a 12-year-old student with a serious learning disability and an attention deficit disorder, deciding instead that a more restrictive placement in a private school was appropriate. The student's parents had challenged the district's proposed IEP, which called for an inclusion program, and sought an order requiring the district to place their daughter in a special education facility. Given the student's needs, the hearing officer concluded that she required an intensive, well-structured, quiet, supportive program with a minimum of distractions. Finding that the district's program failed to address these needs adequately, and that the private school's program was specifically designed to meet these needs, the hearing officer ordered the district to pay for the student's tuition and related services in the private school.

Maloney, M. (1994). Courts are redefining LRE requirements under the IDE. *Inclusive Education Programs*, 1(1), 7.

Descriptors: legal interpretations; least restrictive environment; court cases; socialization

Abstract: The author notes a trend among courts to require schools to attempt regular education placements and prove these placements will not succeed before they approve a student's removal from the regular environment. The courts are placing a high value on socialization and expecting school districts to provide supplementary aids and services, the author concludes. Using Assistant Director of Education, Judy Heumann, as an example, the author also points out that the federal government is likewise actively supporting the full-inclusion movement.

Martin, M. R. (June-July, 1993). Full inclusion: Its proponents and their goals. ***Focus: A review of special education and the law,*** **1-7.**

Descriptors: court cases; legal interpretations; Down Syndrome; IEP; severe disabilities; support systems; least restrictive environment

Abstract: This article discusses the May 28, 1993, Third Circuit Court of Appeals decision in favor of inclusion in the Oberti v. Board of Education of the Borough of Clementon School District case. The court ruled that eight-year-old Rafael Oberti, who is severely disabled with Down Syndrome, should be permitted an education with nondisabled peers in a regular classroom; the New Jersey district in which he lives was ordered by the court to develop a more inclusive program for Rafael for the upcoming school year. In the author's observations on this case, she writes: "The severity of Rafael's disabilities challenges the assumptions of districts that limit inclusion to children with mild disabilities and continue to serve those with more profound disabilities in segregated settings." The decision should alert all IEP teams to "consider all options for each special education child, including regular class placement, and to make full use of supplementary aids and services."

Martin, R. (1993). Inclusion. In R. Martin (Ed.), Special education law 1992 - 1993: A year of changes. (pp. 1 - 46). Urbana, IL: Reed Martin Conferences.

Descriptors: legal interpretations; court decisions; least restrictive environment; accessibility; related services; assistive technology; recreation; IEP; funding; recreation; facilities

Abstract: In this analysis of court decisions and educational trends, the author draws a parallel between Civil Rights issues and the rights of students with disabilities to be educated in inclusive classroom settings. "We have to realize," he writes, "there is an overwhelming constitutional Civil Right of students with disabilities and that administrative convenience, the feelings of other students, and even cost are subordinate." Although judicial decisions have been inconsistent on the subject of inclusion, schools must recognize that "the future of students with disabilities, as for all citizens with disabilities, is inclusion." From a legal as well as an educational standpoint, he concludes, "the inclusion imperative is here." Sections of the document address such topics as the least restrictive environment, the neighborhood school, scarce resources, architectural barriers, and related services, including assistive technology and recreation therapy.

Source:
Reed Martin Conferences
Baxley Media Group
110 W. Main Street
Urbana, IL 61801
(217) 384-4838

McDonnell, A. P., & Hardman, M. L. (1989). The desegregation of America's special schools: Strategies for change. ***The Journal of the Association for Persons with Severe Handicaps,*** **14(1), 68-74.**

Descriptors: systems change; philosophy; legal interpretations; placement; least restrictive environment; administrators; leadership

Abstract: The authors draw parallels between the movement to end racial segregation of schools during the 1960s to the current movement to end segregation of students with disabilities. They cite strong philosophical, legal, and empirical support for integrated education programs but acknowledge barriers to integration which exist. The authors present a framework for planned educational change; additionally, they discuss logistical issues facing administrators, leadership roles in the change process, and the role of consumer groups in effective desegregation.

Zirkel, P. A., & Gluckman, I V. (1993, May). Full inclusion of students with disabilities. *NASSP Bulletin*, (77), 96-100.

Descriptors: court cases; legal interpretations; disabilities; principals

Abstract: The authors discuss two court cases--Rachel H. and Rafael Oberti--which demonstrate the impact of the "full inclusion" movement of the courts. Court decisions in both of these cases have been in favor of placement of students with disabilities in the regular classroom. The authors warn that given the current impetus of the full inclusion movement, the fiscal realities of schools, and the increased impact of Section 504, principals who regard special education as beyond the scope of their responsibilities "risk drowning in the current tide of mainstreaming."

Legislation

Legislation

LEGISLATION

The entries in this section all relate to Vermont's Act 230, legislation that was passed in 1990 and contains specific requirements for both the state and local districts. The first details the requirements of the law; the second is a series of articles that react to the Act; and the final entry reports on an evaluation of the changes that have taken place in Vermont's educational system as the result of this legislation.

Act 230: An act relating to reforms in special education. (1990). Montpelier, VT: Vermont Department of Education.

Descriptors: legislation; policies; teacher education; support systems; disabilities; residential; placement; early childhood; preschool; regular education; special education; funding; eligibility; staff training/preparation; teachers; staff training/preparation

Abstract: This act passed into law in Vermont in May 1990, is based on the premise that all schools must begin to develop a comprehensive system of educational services that will result, to the maximum extent possible, in all students succeeding in the regular classroom. Act 230 requires each school district to:

- Strictly follow all state eligibility standards for special education.
- Provide services to all eligible children from the age of three.
- Make every possible effort to identify and serve children with disabilities in the early grades, and to provide appropriate services before more serious problems develop.
- Train the regular classroom teacher to train children who have a wide variation in learning styles and different strengths and weaknesses.
- Make the greatest use of local resources, designed by the district in consultation with parents, for teaching students in the regular classroom.

The act requires the state to:

- Train all teachers and administrators by dedicating one percent of the total special education budget to training teachers and administrators
- Tighten the state's eligibility standards.
- Establish instructional support systems in every school.
- Make block grants flexible to encourage schools to offer an expanded range of supplemental services.
- Require essential early education.
- Require school districts to justify excessive special education child counts.
- Bring students home from out-of-district and residential placements.
- Establish tuition rates for private residential services.

Source:
Vermont Department of Education
120 State Street
Montpelier, VT 05602
(802) 828-3121

Cost: free

Kane, D. M., & Johnson, P. K. (1993). Vermont's Act 230: Three years later: A report on the impact of Act 230. Montpelier, VT: Vermont Department of Education.

Descriptors: legislation; disabilities; restructuring; research; mild disabilities; parents; collaboration; team teaching; staff development; cooperative learning; IEP

Abstract: Three years following the passage of Act 230, this document evaluates the changes that have taken place in Vermont's educational system as the result of this legislation. Since Act 230 was passed in 1990, the number of students receiving special education has declined 17%. Results of an evaluation of effects of the law showed that the performance of most students no longer receiving special education was judged to be comparable to when they were receiving special education; many of the students were judged to have performed better in some areas. The study found that 89% of the referrals to instructional support teams were judged to have resulted in adequate support for students referred. Another finding of the study was that while students with mild learning or speech/language disabilities are spending more time in the regular classroom with the increase of integrated special services systems, cooperative learning, and team teaching, there has not been a significant shift of students placed in out-of-district segregated environment.

Concerns raised by the study include achieving stable and adequate funding in the face of declining federal and state support, support for school restructuring and reorganization, additional staff development, necessary collaboration of education and human services agencies, and continued parent and community involvement.

The study concludes: "The Act 230 effort does not represent an end in itself, but rather a way out of the restrictive box we have built with our years of categorical solutions and, once freed from those restrictions, we will be better able to create a system that can be effective and equitable for all students.

Source:
Vermont Department of Education
Family and Educational Support Team
120 State Street
Montpelier, VT 05620-2501
(802) 828-3141

Cost: free

Vermont Department of Special Education. (1991, Spring). Special Edition. *Vermont Education* (Suppl.).

Descriptors: legislation; disabilities; principals; philosophy; reform; restructuring; funding

Abstract: Articles in this issue of Special Edition react to Act 230 passed in 1990 by the Vermont legislature and its implications for school districts and classrooms. In "Act 230: Regulation or revolution?" Dennis Kane reports that while some have hailed the law as "the first real step toward change in how school districts deal with diversity," others see it as "just another in a long line of regulations" they must follow. He concludes that it is not Act 230 and other initiatives "but our use of them as tools for change along with our vision, our effort and our will that will make the difference in the end." In "A Principal's Perspective" Laura Johnson writes that for her school, Act 230 "has caused us to focus on the at-risk student and challenged us to develop plans so the many professionals in our school can work collaboratively to meet the needs of all students." Marc Hull speaks of the merger of regular and special education made possible by Act 230 in "Special Education: Extra, But Not Distinct."

Source: Vermont Department of Special Education
120 State Street
Montpelier, VT 05602
(802) 828-3121

Cost: free

Newsletters

NEWSLETTERS

The intensity of the inclusion movement is evidenced by the emergence of at least five newsletters (four American and one Canadian) in the past two years which focus on inclusion issues. While some of these are private ventures, others are tied to projects such as the School Restructuring and Inclusive Education Project at the University of New Hampshire and the TEEM: Transition into the Elementary Education Mainstream Project at the University of Vermont. These newsletters, most of them 10 - 12 pages in length, include court case summaries, legal analyses, case studies, school/student profiles, project descriptions, philosophical statements, organizational policies, new resources, and other brief articles that offer a "feel" for the current state of the movement and where it may be headed in the future.

***Equity and Excellence*. (1993, first edition). Durham, NH: Institute on Disability, School Restructuring and Inclusive Education Project, University of New Hampshire.**

Descriptors: newsletters; disabilities; case studies

Abstract: This newsletter chronicles the activities of a federally funded research project entitled "Including Students with Disabilities in Systemic Efforts to Restructure Schools." The first issue focuses on inclusion efforts in the project's first model demonstration sites. It includes articles on programs, philosophy, student participation, student profiles, systems change, and restructuring efforts ongoing at Sougehan High School.

Source:
Institute on Disability
School Restructuring and Inclusive Education Project
University of New Hampshire
Durham, NH

Cost: free

***Inclusion News*. (1992 first edition). Toronto, ONT: Centre for Integrated Education & Community.**

Descriptors: newsletter; resources; disabilities; philosophy

Abstract: This newsletter includes a miscellany of articles of varying lengths on the topic of inclusion from an international perspective. It also includes a calendar of events, conference notices, and advertisements of video and print resources available through the Inclusion Press.

Source: Centre for Integrated Education & Community
24 Thome Crescent
Toronto, Ont. M6H2S5
(416) 658-5363

Cost: $2 per issue

Inclusive education programs: Advice on educating students with disabilities in regular settings. **(1994, January first edition). Horsham, PA: LRP Publications.**

Descriptors: court cases; legal interpretations; disabilities; early childhood; case studies; best practices

Abstract: This monthly newsletter reports local, state, and national efforts in the full inclusion movement as well as legal analyses and best practices occurring across the states.

Source:
LRP Publications
747 Dresher Road, Suite 500
P. O. Box 890
Horsham, PA 19044-0980
(215) 784-0860

Cost: $115 yearly plus $5.00 shipping and handling

Sage, D. (Ed.). (1993, September first edition). ***Inclusion times for children and youth with disabilities.*** **Port Chester, NY: National Professional Resources, Inc.**

Descriptors: disabilities; philosophy; policies; research; resources; legal issues

Abstract: Inclusion Times is a quarterly newsletter, originating in 1993, that seeks to provide concise, easy-to-read information about inclusion issues. Included are discussions of policy issues, descriptions of model programs, briefings of research literature, legal analyses, resources on the topic of inclusion, and brief announcements of inclusion conferences and events.

Source:
National Professional Resources, Inc.
25 South Regent Street
Port Chester, NY 10573
(800) 453-7461

Cost: $29.95 per year; $49.95 for two years

TEEM: Transition into the Elementary Education Mainstream: A newsletter of the National TEEM Outreach Project. **(1993 first edition). Burlington: Center for Developmental Disabilities, The University Affiliated Program of Vermont.**

Descriptors: early childhood; preschool; transition (to kindergarten); families

Abstract: This newsletter provides information about National TEEM Outreach, a three-year (November, 1992 - October, 1995) Early Education Program for Children with Disabilities project, and state of the state information about how the TEEM model is being replicated in participating states. The TEEM model is designed to address the strengths, needs, and characteristics of children, families, and school systems and promote the implementation of best practices in transition planning.

Source:
Jane Ross-Allen, Center for Developmental Disabilities
The University Affiliated Program of Vermont
499C Waterman Building
University of Vermont
Burlington, VT 05405-0160
(802) 656-4031

Philosophy

PHILOSOPHY

One of the dictionary definitions of philosophy is "the study or science of the principles of a particular branch or subject of knowledge." The pieces in this section of the document reflect on the principles of inclusion, for the most part affirming the benefits and advantages of it for both students with and without disabilities. Three of the documents express the values held by a variety of education systems -- a state system, an individual school and a local school district. Two of the pieces were written by parents of students with disabilities and reflect positively on the personal side of inclusion. Taken together, these pieces make an impassioned statement about the value inherent in inclusion and the need for schools and teachers to ready themselves to serve diverse student bodies in the regular classroom.

Blackman, H. P. & Peterson, D. W. (Eds.). (1990). Total integration neighborhood schools. La Grange, IL: La Grange Area Department of Special Education.

Descriptors: philosophy; disabilities; families; socialization; students; elementary; middle school

Abstract: This document stresses the benefits of inclusion for both disabled and nondisabled students, including comments from elementary and middle school students on what it means to attend their neighborhood school. A section of the document defines what is meant by a "total integration neighborhood school" and examines the major program components of such a school. Another page offers a family perspective on inclusion; still another part answers frequently asked questions about inclusion.

Source:
La Grange Area Department of Special Education
1301 West Cossitt Avenue
La Grange, IL 60525
(312) 354-5730

Cost: .50 per copy

Flynn, G. J., & Innes, M. (1992). The Waterloo region Catholic school system. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools. (pp. 201-217). Baltimore: Paul H. Brookes.

Descriptors: philosophy; policies

Abstract: This statement of philosophy expresses the spiritual values embraced by the Waterloo Region Catholic School System in the Province of Ontario, Canada. The authors write: "It is our view that the schooling process must concentrate on personal and social change. We argue for a holistic emphasis, where the student is viewed not just in the cognitive mode but also in terms of aesthetic, moral, physical, and spiritual needs." For this school system, inclusion is an issue of morality rather than an issue of law. A strong sense of community and curriculum based on caring is the foundation of the inclusionary philosophy here.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

Inclusive Education Project. (1990). Levy Middle School: Learning and growing together: How students with special needs are becoming a part of the school. Syracuse, NY: Inclusive Education Project; Syracuse University.

Descriptors: disabilities; philosophy; collaboration; students; teachers; extracurricular activities; socialization; instructional strategies; schedules; peers

Abstract: The staff of Levy Middle School discusses their strategies to honor diversity and build a more inclusive school atmosphere. The document includes the school's mission statement, a profile describing the diversity of the student population, scheduling, teaching approaches and collaborative efforts, peer relationships, and extracurricular activities.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $2.75

Mann, M. (1990, Fall/Winter). The world of inclusion according to Brian. ***What's Working. . . in Inclusive Education?*****, 6.**

Descriptors: severe disabilities

Abstract: Written by the mother of a student with severe disabilities from the point of view of her son, this article defines what inclusion means to a secondary student with a severe disability. "Brian" defines inclusion in 17 different ways; among his definitions is the fact that he learns to say things he never knew before like "bug off" and "that I fit in here. I always knew I would, but no one ever gave me the chance until now."

McDonnell, A. P., & Hardman, M. L. (1989). The desegregation of America's special schools: Strategies for change. ***The Journal of the Association for Persons with Severe Handicaps,*** **14(1), 68-74.**

Descriptors: systems change; philosophy; legal interpretations; placement; least restrictive environment; administrators; leadership

Abstract: The authors draw parallels between the movement to end racial segregation of schools during the 1960s and to the current movement to end segregation of students with disabilities. They cite strong philosophical, legal, and empirical support for integrated education programs but acknowledge barriers to integration which exist. The authors present a framework for planned educational change; additionally, they discuss logistical issues facing administrators, leadership roles in the change process, and the role of consumer groups in effective desegregation.

NASBE Study Group on Special Education. (1992). Winners all: A call for inclusive schools. Alexandria, VA: National Association of State Boards of Education.

Descriptors: funding; teachers; philosophy; State Education Associations; policies; placement; collaboration; regular education; special education; checklists

Abstract: One of the landmark documents on inclusion, this report calls for an inclusive system of education that applies state goals for achievement and outcomes to all students, including those with disabilities. The report urges states to fundamentally change the way education is delivered. It urges state boards of education to: 1) create a new belief system and vision for education in their states that includes ALL students and provide the leadership to make the changes necessary to meet those goals; 2) encourage and foster collaborative partnerships and joint training programs between general and special educators to encourage greater capacity for both types of teachers; and 3) sever the link between funding, placement and disability labels. The document includes checklists for school and community collaborators working to build inclusive school settings.

Source:
National Association of State Boards of Education
1012 Cameron St.
Alexandria, VA 22314
(703) 684-4000

Cost: $10.00

Oberti, C. (1993). A parent's perspective. *Exceptional Parent*, 23(6), 18-21.

Descriptors: philosophy; parents; Down Syndrome; families; peers; peer modeling; self-esteem; socialization; teachers; cooperative learning

Abstract: Written by the parent who fought for several years for public school inclusion of his Down Syndrome son, this article offers a father's personal philosophy on inclusion. Oberti proposes several benefits of inclusion, but the greatest advantage for students with disabilities being placed in classrooms with their peers is in the area of self-esteem. "With inclusion," he writes, "we are placing children with special needs in the regular classroom, giving them the opportunities they deserve and allowing peer modeling of appropriate behaviors. We are subconsciously letting them know that they are equal to any other human being and capable of meeting our expectations."

West Virginia Department of Education. (1992). West Virginia's integrated education initiative. Charleston: West Virginia Department of Education.

Descriptors: philosophy; goals; planning; least restrictive environment; disabilities; funding; technical assistance; leadership; evaluation

Abstract: The West Virginia Department of Education's Integrated Education Initiative affirms the right of each student to receive equal educational opportunities; for students with disabilities this right is best achieved in the least restrictive environment. By providing leadership and technical assistance, administering funds and monitoring and enforcing laws, regulations, and policies, the Office of Special Education Programs and Assurances seeks to fulfill the rights of all students. Goals of the initiative include: 1) provide technical assistance designed to promote a unified system that fosters integration, 2) establish and maintain positive partnerships with families, communities, local schools, and legislators that support and enhance quality integration sensitive to the individual differences of all students, 3) provide comprehensive training that supports integrated education, 4) utilize student-based funding that encourages integrated education, and 5) develop and implement an accountability system to measure the outcomes of the initiative. Plans and specific activities designed to reach these goals are included in the document. A list of inclusion resources is appended.

Source: West Virginia Department of Education
Charleston, WV 25305

Cost: free

Wheelock, A. (1992, October). The case for untracking. ***Educational Leadership*****, 50(2), 6-11.**

Descriptors: philosophy; change process; teachers; principals; parents; policies

Abstract: The author presents nine components of a heterogeneous school program which must be addressed and agreed upon by reformers working to create an inclusive environment. These are: 1) a belief that all students can learn, 2) a belief in change as a process, 3) high expectations for all, 4) a partnership of leaders and teachers, 5) the value of parent involvement, 6) a hospitable policy context, 7) a multi-year plan, 8) purposeful professional development, and 9) phase-in implementation.

Policies

POLICIES

With the increased national interest in inclusion, a number of organizations and state departments of education have opted to develop clear statements that leave no doubt as to their policy on the issue. This section reflects the array of approaches taken. For example, the various learning disabilities organizations and committees advise against an interpretation of full inclusion that implies all students with learning disabilities must be served only in the regular education classroom, urging that a continuum of alternative placements still be considered. The National Association of Private Schools for Exceptional Children (NAPSEC) also decries wholesale adoption of a full inclusion policy and defends separate classrooms and schools as appropriate for some students with disabilities. Several organizations, including the Council for Exceptional Children and its Division of Early Childhood, The Association for Persons with Severe Handicaps (TASH), the National Association of State Boards of Education (NASBE), and the ARC all have adopted policies that support inclusion and services, systems and training that promote it. Also included are positive policies from four states, Connecticut, Iowa, New Mexico and Michigan.

American Society of Curriculum Development. (1993). Full inclusion of special programs. Alexandria, VA: American Society of Curriculum Development.

Descriptors: policies; funding

Abstract: The American Society of Curriculum Development's policy on full inclusion is written from a primarily financial perspective. ASCD expresses support for federal and state school funding that promotes success for all students without categories or labels. Funding, ASCD believes, should be provided at the school level so that important program decisions can be made which are free of restrictive state and federal regulations. The organization urges its members to work "to provide special programs that offer an enriched instructional environment--one that addresses learning needs without assigning labels, minimize restrictive regulations, and support flexible use of funds."

Source:
American Society of Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314
(703) 549-9110

Cost: free

Burke, D. A., & Bang, M. (1992). Position statement on inclusive education: Michigan Department of Education. Lansing: Michigan Department of Education.

Descriptors: policies; least restrictive environment; parents; disabilities

Abstract: This position paper serves as a "statement of commitment" to increasing options for students with disabilities in general education facilities." The State Board of Education states its belief that program options created in general education classrooms will not only maximize the potential of students with disabilities but help prepare students with and without disabilities for integrated community living.

Source:
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909 -7508

Cost: free

Children and Adults with Attention Deficit Disorders. (1993). CH.A.D.D. position on inclusion. Plantation, FL: Children and Adults with Attention Deficit Disorders.

Descriptors: policies; Attention Deficit Disorder; disabilities; placement

Abstract: The CH.A.D.D. policy supports a concept of inclusion defined as "education which provides access to appropriate support and remediation at every level to facilitate each child's ability to participate and achieve. The environment in which these services can best be delivered depends on the needs of the individual student." CH.A.D.D. supports a continuum of services and placements for students to optimize their achievement. The organization's position notes that many students with Attention Deficit Disorder, like those with other disabilities, have diverse needs that necessitate a variety of intervention and instructional strategies.

Source:
Children and Adults with Attention Deficit Disorders
National Headquarters
499 Northwest 70th Avenue
Suite 308
Plantation, FL 33317
(305) 587-3700

Cost: free

Connecticut State Board of Education. (1992). Connecticut State Board of Education position statement on the education of students with disabilities. Middletown: Connecticut State Board of Education.

Descriptors: disabilities; policies; philosophy; restructuring; special education; regular education; transition

Abstract: This position statement states the belief that a unified and coordinated system of educational opportunities better serves students than a variety of categorical services and programs that currently dominate the American public school system. The Board supports the development of educational models that "create systemic unity between special and general education, and multiple instructional strategies that include, to the maximum extent appropriate, special needs students in the general education environment." Strategies to implement the policy are outlined with the anticipated result being students with disabilities who "value themselves as capable individuals," make successful transitions to employment and/or further education function successfully as family members, workers, learners, citizens, friends, and consumers.

Source:
Connecticut Department of Education
Bureau of Special Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4205

Cost: free

Council for Exceptional Children. (1993). CEC policy on inclusive schools and community settings. Reston, VA: Council for Exceptional Children.

Descriptors: policies; philosophy; support systems; staff training/preparation; teacher education; community

Abstract: The Council for Exceptional Children's policy on inclusion states the belief that "children, youth, and young adults with disabilities should be served whenever possible in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child." Implications for schools, communities, and professional development are also a part of the statement. These policy implications stress that to be effective, inclusive schools must be part of inclusive communities and that prospective teachers must receive high quality preservice and continued professional development experiences that will prepare them to work with a diverse population of children, youth, and young adults in inclusive school and community settings.

Source:
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Cost: free

Council for Learning Disabilities. (1993). Concerns about the full inclusion of students with learning disabilities in regular education classrooms. *Journal of Learning Disabilities*, 26(9), 595

Descriptors: policies; philosophy; IEP; placement; learning disabilities

Abstract: The inclusion policy of the Council for Learning Disabilities (CLD) states it "SUPPORTS the education of students with LD in general education classrooms when deemed appropriate by the Individual Education Program (IEP) team." One policy the Council says it "CANNOT SUPPORT," however, is the "indiscriminate full-time placement of ALL students with LD in the regular education classroom. . ." The Council expresses "grave concerns" about any placement policy that is not based upon an evaluation of individual needs.

Division of Early Childhood, Council for Exceptional Children. (1993). DEC position statement on inclusion. Reston, VA: Division of Early Childhood, Council for Exceptional Children.

Descriptors: early childhood; policies; philosophy; teacher training; research; community; support systems; collaboration

Abstract: This brief statement stresses a belief in and support of full and successful access to health, social services, education, and other supports and services for young children and their families that promote full participation in community life. To implement inclusive practices, DEC stresses its support of inclusion supports, services, and systems, preservice and inservice training opportunities, collaboration, research, and restructuring and unification of social, education, health, and intervention supports.

Source:
Division of Early Childhood
Council for Exceptional Children
1920 Association Drive
Dept. K4012
Reston, VA 22091-1589
(703) 620-3660

Cost: free

Federal Board. AFT asks moratorium on inclusion. (SpecialNet message, December 16, 1993).

Descriptors: philosophy; placement; disabilities; policies; legislation; teachers; funding

Abstract: This SpecialNet message details the American Federation of Teacher's call for a moratorium on full inclusion policies by state and local school boards. "A moratorium means that the abuse must stop and give common sense and sound educational policy a chance to prevail," said AFT President Albert Shanker. Shaker said that the practice of inclusion is becoming more widespread. "Unwise and unrestrained inclusion is creating unbearable conditions in classrooms across the country. At a time when Americans are demanding world-class standards for our students, this is a wrong direction." During the moratorium, the AFT calls upon policy makers to balance the needs of special education and regular education students. The AFT calls for a reappraisal of federal laws and policies that encourage what the organization considers "inappropriate inclusion," giving teachers more decision making rights in placement decisions, changes in federal law to assure appropriate supplemental aid and supports for students with special needs placed in regular classrooms, and limitations on the number of special needs students in regular classrooms.

Iowa Department of Education, Bureau of Special Education. (1990). Integration of students with moderate, severe, and profound disabilities. Des Moines: Iowa Department of Education, Bureau of Special Education.

Descriptors: policies; moderate disabilities; severe disabilities; placement; least restrictive environment

Abstract: In this historical overview of least restrictive placement issues and recommended course of action for the state, the Iowa State Board states the belief that "there is no compelling reason that the majority of students with severe handicaps cannot be served in regular school settings." A directive is given to schools to verify appropriate placement with the regular classrooms of each student's neighborhood school considered the "basic reference point for all students" and access to the regular classroom and school environment as the preferred placement.

Source:

Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146

Cost: free

Learning Disabilities Association of America. (1993). Position paper on full inclusion of all students with learning disabilities in the regular education classroom. Pittsburgh: Learning Disabilities Association of America.

Descriptors: policies; learning disabilities; mild disabilities; placement

Abstract: The Learning Disabilities Association of America's inclusion statement advises against full inclusion of all students with disabilities in regular education classrooms. "Many students with learning disabilities benefit from being served in the regular education classroom," says the LDA policy. "However, the regular education classroom is not the appropriate placement for a number of students with learning disabilities who may need alternative instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of a regular classroom placement." While stating the belief that placement of students with disabilities must be based upon individual needs as expressed by the Individuals with Disabilities Education Act (IDEA), the LDA makes the statement that "the placement of ALL children with disabilities in the regular education classroom is as great a violation of IDEA as is the placement of ALL children in separate classrooms on the basis of their type of disability.

Source:
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515 or (412) 341-8077

Cost: free

Morgan, A. D. (1991). New Mexico State Department of Education's administrative policy on full inclusion. Santa Fe: Department of Education, State of New Mexico.

Descriptors: disabilities; philosophy; policies; community; extra-curricular activities

Abstract: One of the strongest statement of values expressed by states, New Mexico's administrative policy on full inclusion, states the belief that "all students must be educated in school environments which fully include rather than exclude them." Full inclusion is defined to mean that all children "must be educated in supported, heterogeneous, age-appropriate, natural, child-focused classrooms, school and community environments for the purpose of preparing them for full participation in our diverse and integrated society." In the text of the policy, the Department of Education pledges to "support, encourage, and facilitate emerging local practice and creative utilization of resources" to foster inclusive practices in local schools and communities. A vision statement and overview of strategies supporting full inclusion are included in the statement.

Source: Department of Education
State of New Mexico
Santa Fe, New Mexico, 86501-2786

Cost: free

NASBE Study Group on Special Education. (1992). Winners all: A call for inclusive schools. Alexandria, VA: National Association of State Boards of Education.

Descriptors: funding; teachers; philosophy; State Education Associations; policies; placement; collaboration; regular education; special education; checklists

Abstract: One of the landmark documents on inclusion, this report calls for an inclusive system of education that applies state goals for achievement and outcomes to all students, including those with disabilities. The report urges states to fundamentally change the way education is delivered. It urges state boards of education to: 1) create a new belief system and vision for education in their states that includes ALL students and provide the leadership to make the changes necessary to meet those goals; 2) encourage and foster collaborative partnerships and joint training programs between general and special educators to encourage greater capacity for both types of teachers; and 3) sever the link between funding, placement and disability labels. The document includes checklists for school and community collaborators working to build inclusive school settings.

Source:
National Association of State Boards of Education
1012 Cameron St
Alexandria, VA 22314
(703) 684-4000

Cost: $10.00

National Association of Private Schools for Exceptional Children (NAPSEC). (1993). Options and choices--necessary steps to success. Washington, DC: National Association of Private Schools for Exceptional Children (NAPSEC).

Descriptors: policies; philosophy; private schools; mild disabilities; severe disabilities; placement

Abstract: The National Association of Private Schools for Exceptional Children (NAPSEC) is a non-profit association whose mission is to promote excellence in educational opportunities for special needs children. NAPSEC schools provide special education for preschool, elementary, and secondary aged children and young adults with mild to severe disabilities who are in need of individualized education programs.

The NAPSEC policy on inclusion defends separate classrooms and schools as appropriate for some students with disabilities. The organization expresses the concern that the "all or nothing" approach to placing children with disabilities in regular education classrooms emphasizes a "program ideal instead of a child's individual and unique educational needs," which may result in the child not achieving his/her maximum potential. Students who are served in separate classrooms and schools, the NAPSEC maintains, "are receiving the type of additional assistance necessary to help them succeed--not to keep them from succeeding."

Source: National Association of Private Schools for Exceptional Children (NAPSEC)
1522 K Street, NW
Suite 1032
Washington, DC 20005
(202) 408-3338

Cost: free

National Center on Educational Outcomes (NCEO). (1992). Including students with disabilities in national and state data collection programs. Brief report 1. Minneapolis: National Center on Educational Outcomes (NCEO).

Descriptors: data collection; disabilities; assessment; policies

Abstract:

This brief report highlights the issues, evidence, and first steps toward including students with disabilities in educational data systems. The report notes that if students with disabilities are excluded from educational data collection systems, policy makers do not have reliable information from which to make policy decisions. Recommendations for including students with disabilities are made, such as development assessment modifications, accommodations, or alternatives; increasing inclusion of students with disabilities during instrument development; and developing more inclusive definitions of sample eligibility.

National Joint Committee on Learning Disabilities. (1993). A reaction to full inclusion: A reaffirmation of the right of students with learning disabilities to a continuum of services. *Journal of Learning Disabilities*, 26(5), 596.

Descriptors: policies; philosophy; placement; learning disabilities

Abstract: The National Joint Committee on Learning Disabilities (NJCLD) "supports the use of a continuum of services and rejects the arbitrary placement of all students in any one setting." Although the regular education classroom might be an appropriate placement for one student with a learning disability, for another it might not be an appropriate placement. The NJCLD believes that if "full inclusion" means that all students with learning disabilities must be served only in regular education classrooms, then inclusion "violates the rights of parents and students with disabilities as mandated by the Individuals with Disabilities Education Act (IDEA)." The statement acknowledges problems related to the education of students with disabilities in the regular classroom and makes specific recommendations for schools to address in order to solve those problems.

New York pushes for LRE placements. (1994). ***Inclusive Education Programs*****, 1(2), 1-3.**

Descriptors: least restrictive environment; placement; disabilities

Abstract: This article reports on efforts in the state of New York to improve statewide placement of students with disabilities in the least restrictive environment. Least restrictive environment, under the new policy, means that placement of students with disabilities in segregated environments "occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved." According to the new policy, placement of students with disabilities shall: 1) provide the special education needed by the student, 2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities, and 3) be as close as possible to the student's home.

NPND's position on inclusion. (1993). ***Exceptional Parent*****, 23(8), 44.**

Descriptors: policies; parents

Abstract: This article presents the text of the position taken on inclusion by the National Parent Network on Disabilities, a membership organization open to all agencies, organizations, parent centers, parent groups, professionals, and all individuals concerned with the quality of life for people with disabilities.

"Inclusion is not a place," the policy begins, "it's an attitude. . . It is an inalienable right, not a privilege. Thus, a supported inclusive education option must be available to all children regardless of the type or severity of their disability." The NPND policy does recognize that some students require options other than inclusive education based on their individual needs as determined by a team including their parents and themselves if appropriate. The policy urges the U. S. Department of Education to "remove barriers" to fully supported inclusive education options and concludes that acceptance and inclusion "lead to empowerment and independence. Our children have a right to expect nothing less."

Sailor, W., Gerry, M., & Wilson, W. (1992). Policy implications of emergent full inclusion models for the education of students with severe disabilities. Oxford, England: Pergamon Press.

Descriptors: policies; disabilities; placement; curriculum; instructional strategies; site-based management; philosophy

Abstract: This chapter reprinted from the Handbook of Special Education, vol. IV (M. Wang, H. Walberg, & M. Reynolds, Eds.), delineates what is meant by the term "full inclusion" in contemporary education, examines the historical, legal, and policy bases for the evolution of inclusion, and examines the implications for policy change of various aspects of full inclusion models becoming more prevalent in the American education system. Full inclusion models are characterized by a focus on "home school," natural proportion of disabilities represented in schools and in the classroom, heterogeneous grouping of students of all abilities and disabilities, age-appropriate, grade-level placements of students with disabilities, the presence of strong site-based coordination and management, and employment of effective schools, research-based instructional and classroom organizational models, including cooperative group learning and peer instructional models. One of the appendices outlines strategies to overcome barriers to inclusion.

Source: California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847 or 338-7848

Cost: $5.00

Smith, B.J., Slisbury, C.L., Rose, D.F. (1992). Policy options for preschool mainstreaming. *Case in Point*, 7(2), 17-30.

Descriptors: preschool; policies; surveys; parents; community; administrators; early childhood

Abstract: The Research Institute on Preschool Mainstreaming conducted a nationwide survey and follow-up case studies of state and local administrators, preschool coordinators, parents, community programs, and others to ascertain policy barriers and policy options for preschool mainstreaming. The barriers and the options that states and localities have developed to implement mainstream placements are reported. The appendices provide greater detail on respondents' descriptions of policy disincentives and their suggestions for overcoming those disincentives.

Specialized Training Program, University of Oregon. (1993). Supportive school and community education program. **Eugene: Specialized Training Program, University of Oregon.**

Descriptors: teacher education; severe disabilities; teacher certification; teachers; low incidence disabilities; reform; restructuring

Abstract: This brochure describes a preservice program at the University of Oregon which prepares teachers to support the educational growth and community participation of children, youth, and adults with low incidence and severe disabilities.

Part-time as well as full time options in the program can lead to teaching endorsements as well as master's degrees. According to the brochure, the program: 1) prepares personnel to meet the requirements of the Oregon Severely Handicapped Learner Endorsement at the post-baccalaureate level, 2) creates opportunities for professionals already teaching to easily increase their capacity to teach students with low incidence and severe developmental disabilities, 3) expands and integrates the technical content required for teachers of students with low incidence and severe developmental disabilities so it is more compatible with, and better informed by, general education, and 4) provides filed experiences for students in schools in Oregon participating in comprehensive reform and restructuring of both general and special education.

Source:
Specialized Training Program
Center on Human Development
University of Oregon
Eugene, OR 97403
(503) 346-2491

Cost: free

The Association for Persons with Severe Handicaps. (1993). Resolution on inclusive education. Seattle: TASH.

Descriptors: policies; severe disabilities; philosophy; assessment; staff training/preparation; best practices; support systems

Abstract: This resolution, adopted by The Association for Persons with Severe Handicaps on December 17, 1993, calls upon all levels of government and related organizations to "stand accountable for the development and maintenance of educational opportunities for all students that are fully inclusive and ultimately effective." It calls upon the United States government to "vigorously enforce, at all levels, legislation already enacted that assures such accountability, development and maintenance." The resolution further urges schools and school districts utilizing successful inclusionary practices to collaborate with others and work as agents of change to "bring inclusion to all those who have not yet experienced this new way of thinking."

Source:
TASH
11201 Greenwood Ave. N.
Seattle, WA 98133
(206) 361-8870

Cost: free

United Cerebral Palsy Associations, Inc. (1993). UCPA policy on full inclusion of individuals with disabilities. Washington, DC: United Cerebral Palsy Associations, Inc.

Descriptors: policies; disabilities; community; Americans with Disabilities Act

Abstract: The United Cerebral Palsy Association policy statement lists a number of factors which continue to inhibit the full inclusion of individuals with disabilities into all aspects of society. The organization's policy calls for "full inclusion of individuals with disabilities into every aspect of life and area of society, including the home, the school, the workforce, and the community, regardless of severity of disability, as enumerated in the Americans with Disabilities Act." The association calls upon the president, members of Congress, and the judicial branch to ensure that individuals with disabilities are provided the opportunity to participate fully within society.

Source:
United Cerebral Palsy Associations, Inc.
1522 K Street, NW
Suite 1112
Washington, DC 20005
(800) USA-5UCP

Cost: free

Who is speaking out. (1993, September). ***Inclusion Times for children and youth with disabilities,*** **3 - 5.**

Descriptors: policies; philosophy

Abstract: This article offers a brief synopsis of official policy statements regarding special education and the concept of inclusion which have been adopted since 1992. Organizations represented in the article include the Association for Supervision and Curriculum Development (ASCD), one of the first "general educator" professional organizations to go on record as recognizing the significance of the concept of inclusive schools within the entire reform and restructuring agenda; the National Association of State Boards of Education (NASBE), authors of the landmark document Winners All: A Call for Inclusive Schools, which cites shortcomings of the existing separate systems of special and general education and argues for a reform that would result in an inclusive system that strives to produce better outcomes for all students; the Council for Exceptional Children (CEC), the largest international professional special educator organization which views the concept of inclusion as a "meaningful goal to be pursued in our schools and communities"; The Association for Persons with Severe Handicaps (TASH), a strong proponent "full inclusion" since its inception; the Association for Retarded Citizens (ARC), author of the Report Card to the Nation on Inclusion in Education of Students with Mental Retardation, which includes inclusionary statements such as, "Each student with a disability belongs in an age-appropriate classroom with peers who are not disabled"; and the Learning Disabilities Association of America (LDA), authors of a more cautious perspective in a Position Paper on Full Inclusion of All Students with Learning Disabilities, which argues for a continuum of placement options and notes that "the placement of ALL children with disabilities in the regular education classroom is as great a violation of IDEA as is the placement of ALL children in separate classrooms on the basis of their type of disability."

Positions

POSITIONS

Positions on inclusion vary from vehement opposition (e.g., calling it "fanatical allegiance to place," and a "radical and expensive program") to rationales for including all students in the school they would attend if they did not have a disability (e.g., defending it on the basis of civil rights and moral imperative). In between those extremes are calls for less emphasis on the dichotomies inherent in the positions and more time spent on providing support and determining appropriate programming for students who have special needs. Included are position statements from educational researchers, teacher trainers, parents of students with disabilities, local, state and federal education officials, and teachers' unions.

Allred, K. W. (1994). Effective inclusive schools: Risky, messy, dynamic places. ***Inclusive Education Programs,*** **1(2), 8-9.**

Descriptors: parents; site-based management; disabilities; peer tutoring; cooperative teaching

Abstract: Writing from experience as both a parent and a professional, this author claims that the most effective inclusive schools are risky, messy, and dynamic. Inclusive schools are risky because they are moving in "largely uncharted territory." Staff roles are being redefined, parent involvement is being reinvented, co-teaching and peer coaching are changing instructional delivery, and site-based management is fundamentally altering teacher-administrator relationships. Inclusive schools are similarly messy in that there is a diverse range of options and positions explored on almost every issue instead of a dogmatic party line which all staff members are expected to endorse. Effective inclusive schools are also dynamic because they demonstrate a willingness to experiment and improve their service delivery systems as they move toward an ideal rather than investing heavily in one model. The author acknowledges that risky, messy, dynamic inclusive schools are rare but offer students the best educational opportunities.

Autin, D. M. **(1992).** **Segregated and second rate.** **(ED 357 573).**

Descriptors: restructuring; disabilities

Abstract: This report claims that the special education system in New York City public schools is by nature segregated and second rate. It offers recommendations for achieving a more inclusive, effective education for all children. A section on the benefits of inclusion reviews research and literature supporting this stand. A variety of models of inclusive education are described. Twenty-four major recommendations are offered that would require a radical change in the current special education system.

Bauers, J. (1993, December 7). Going too far for disabled children. St. Louis Post Dispatch C:7: 2.

Descriptors: philosophy; teachers; disabilities

Abstract: This author, a teacher in Champaign, IL, vehemently denounces the inclusion movement and those who advocate for full inclusion of students with disabilities. He contends that teachers "totally untrained in the special needs" of students with disabilities will now bear the responsibility for their education. Districts which have sustained one budget crunch after another will not be expected to implement "this radical and expensive program." The students, however, will pay the highest cost. "The inclusion of masses of special-education students in regular classrooms," he writes, "will mean a kind of exclusion for the rest of the students. They will be excluded from their teacher's attention, relegated to a secondary status until the compelling needs of the newcomers are met first. And the classroom teacher, who has had all the social problems of a crumbling society dumped in her lap, will have one more added to her burden--and all the while she will still be expected to produce better test scores."

Special education students will suffer too, Bauers predicts. They will be deprived of the best chance to succeed in an environment specially designed for them, where they can be taught by teachers trained to meet their specialized needs. Advocates of full inclusion, acting more out of self interest than altruism, he maintains, are "turning school children into pawns in a social and political struggle. And those children, both with and without disabilities," Bauers concludes, "deserve better."

Blackman, H. P. (1993). An administrator's perspective. *Exceptional Parent*, 23(6), 22-24.

Descriptors: parents; philosophy; disabilities

Abstract: Based upon his experiences as executive director of the La Grange Area Department of Special Education, the author offers insights into his views on inclusion. He suggests that parents and professionals studying the possibility of creating heterogeneous schools "seek common ground about how to create the best opportunities for children." The guiding question for those discussions should be: "What educational and social experiences will effectively prepare our children to lead fulfilled lives as adults?" Blackman makes eight statements about inclusion and its effect on students and staff and elaborates on each statement, based upon his own philosophy and experiences.

Brown, L., Long, E., Udvari-Solner, A., Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends and neighbors. *The Journal of the Association of Persons with Severe Handicaps,* 14(2), 1-7.

Descriptors: severe disabilities; IEPs; socialization; families

Abstract: This article presents a rationale for including all students (including those with severe intellectual disabilities) in the school they would attend if they were not disabled. The reasons cited for such a position include: so that all children can be prepared to function in a pluralistic society; so that the most meaningful and individually appropriate instructional environments and activities can be used; so that parents, guardians, brothers and sisters can have reasonable access to schools and services; and so that a wide range of social relationships with students and others who are not disabled can be developed, maintained, and enhanced over long periods of time.

Burton, C. B., Hains, A. H., Hanline, M. F., McLean, M., & McCormick, K. (1992). Early childhood intervention and education: The urgency of professional unification. *Topics in Early Childhood Special Education*, 11(4), 53-69.

Descriptors: preschool; early childhood; philosophy; policies; regular education; special education

Abstract: This article proposes the professional integration of early childhood special education and early childhood education. Common areas of interest include policy, professional practice, and the importance of flexible child-centered and family-centered services. Unification, the authors propose, would improve service delivery, increase integration, and result in better trained service providers.

Capper, C. A. (1989). Students with severe disabilities in the general education program: A conceptual and practical framework for rural school administrators. ***Journal of Rural and Small Schools,*** **4(1), 52-59.**

Descriptors: rural; severe disabilities; restructuring; funding; positions

Abstract: The author proposes that merging general and special education services may help rural districts extend limited resources by reducing costs of maintaining dual systems while providing a quality education for all students, including those with severe disabilities. The values of developing an integrated system are viewed from a structural frame, human resource frame, political frame, and symbolic frame.

Division of Early Childhood, Council for Exceptional Children. (1993). DEC position statement on inclusion. Reston, VA: Division of Early Childhood, Council for Exceptional Children.

Descriptors: early childhood; policies; philosophy; teacher training; research; community; support systems; collaboration

Abstract: This brief statement stresses a belief in and support of full and successful access to health, social services, education, and other supports and services that promote full participation in community life for young children and their families . To implement inclusive practices, DEC stresses its support of inclusion supports, services, and systems, preservice and inservice training opportunities, collaboration, research, and restructuring and unification of social, education, health, and intervention supports.

Source:
Division of Early Childhood
Council for Exceptional Children
1920 Association Drive
Dept. K4012
Reston, VA 22091-1589
(703) 620-3660

Cost: free

East, B. Commentary on inclusion: Alabama Division of Special Education Services. (SpecialNet message on federal board, May 19, 1993).

Descriptors: disabilities; positions; preschool; severe disabilities; early childhood

Abstract: Alabama State Director of Special Education, Bill East, shares his views on inclusion in this paper. Although he expresses the belief that full-time placement in a regular classroom would be inappropriate for some individuals whose needs are great, he states that "every student should experience inclusion to the fullest extent possible, consistent with his or her individual needs and goals, with consideration of all other students in the learning environment." East indicates that he is more interested in HOW to make inclusive environments more available instead of debating the point SHOULD we make them available. He offers several pieces of advice for consideration: 1) Don't waste time arguing for the same old barriers to opportunity, 2) Consider all students with disabilities as regular education students first, 3) Make a special effort to keep preschoolers and young children in regular environments, 4) Get in the goal-setting business, and 5) Remember that special education law requires a free, appropriate public education opportunity.

Erickson, W. (1990, Fall/Winter). Inclusion as I see it: The vision of the state director of special education. *What's Working. . . in Inclusive Education?*, 8.

Descriptors: restructuring; positions

Abstract: The Minnesota state director of special education shares his vision of inclusion in this article. Wayne Erickson views inclusion as part of a larger movement to restructure the entire public education system so that the needs of students with disabilities "are considered in the original design, not as an add-on." Special education and regular education must collaborate, he states, "to restructure the entire educational enterprise to make one system that meets the needs of all students."

Federal Board. AFT asks moratorium on inclusion. (SpecialNet message December 16, 1993).

Descriptors: philosophy; funding; disabilities

Abstract: This SpecialNet message details the American Federation of Teacher's call for a moratorium on full inclusion policies by state and local school boards. "A moratorium means that the abuse must stop and give common sense and sound educational policy a chance to prevail," said AFT President Albert Shanker. Shanker said that the practice of inclusion is becoming more widespread "Unwise and unrestrained inclusion is creating unbearable conditions in classrooms across the country. At a time when Americans are demanding world-class standards for our students, this is a wrong direction." During the moratorium, the AFT calls upon policy makers to balance the needs of special education and regular education students. The AFT calls for a reappraisal of federal laws and policies that encourage what the organization considers "inappropriate inclusion," giving teachers more decision making rights in placement decisions, changes in federal law to assure appropriate supplemental aid and supports for students with special needs placed in regular classrooms, and limitations on the number of special needs students in regular classrooms.

Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60(4), 294-309.

Descriptors: philosophy; disabilities; reform; placement; policies; regular education; special education

Abstract: Authors of this article contend that efforts of inclusionists to forge an alliance with regular education will probably fail because the inclusion movement has become increasingly strident and disassociated from the concerns of regular education. The full inclusion movement, the authors charge, has been led by extremists who are "guided by radical constructivist blueprints unsubstantiated by research." They find it sadly ironic that at a time when regular education and special education were beginning a dialogue of reform, special education, under the leadership of such organizations as TASH, began to alienate itself from mainstream education by adopting an extremist, uncompromising position. These authors predict "that if full inclusionists adhere to their no-optional-placement strategy, opposition to their movement will become increasingly vocal, especially now that prominent professional and parent groups have produced position papers rejecting full inclusion and supporting the continuum of services." There is a real danger, they predict, that regular education "will lose interest in special education as a partner in reform making."

Fuchs and Fuchs advise special educators to let each group of advocates speak on behalf of students with disabilities they know best, choose compromise over principles, and transform adversaries into allies by building consensus and working with regular education, guided by a sense of what is possible.

Hamre-Nietupski, S., Nietupski, J., Maurer, S. (1990). A comprehensive state education agency plan to promote the integration of students with moderate/severe handicaps. *Journal of the Association for Persons with Severe Handicaps*, 5(2), 106-113.

Descriptors: change process; SEA leadership; case studies; moderate disabilities; severe disabilities; teams

Abstract: This article proposes that state education agencies (SEAs) are in a powerful position to influence local districts and, therefore, must take a proactive leadership role in promoting integration. A case study conducted with the state of Iowa is described. Activities undertaken by the SEA between 1984 and 1989 include developing a position statement on integration, developing an integration manual and two videotapes, creating an integration technical assistance team to provide district consultation, and conducting workshops focused on forming partnerships to develop quality integrated services. Data show that the number of segregated public schools has gone down from 60 in 1976 to 10 in 1989. Many more students with moderate/severe disabilities were integrated into age-appropriate regular schools after the Iowa Department of Education's integration initiative.

Heumann, J. (1993, December). Personal communication.

Descriptors: disabilities; placement

Abstract: In this letter, OSERS Director Judith Heumann, speaking on behalf of herself and OSEP Director Tom Hehir, clarifies her position on educational placements for students with disabilities. She expresses a strong commitment to maintaining a continuum of alternative placements, as mandated by IDEA. She writes that she and Hehir believe "that the regular classroom in the neighborhood school should be the first placement option considered for students with disabilities." She states further: "We also believe our education system must provide administrators and teachers with the training and support they need to make the regular classroom in the neighborhood school the appropriate placement and we aim to provide strong leadership to help make that happen." Heumann defends her strong statements against segregated placements for reasons other than educational ones as justified based upon her personal experiences growing up and the fact that 50 percent of physically disabled students are still receiving their education in some type of separate setting.

Jordan, M. (1993, December 25). Push to mainstream disabled students gets a mixed report card. Washington Post.

Descriptors: disabilities; philosophy; teachers

Abstract: Proponents and opponents of inclusion relate experiences and opinions in this article. Several educators voice concern that districts are beginning the process of inclusion in an effort to save money. Some teachers who have disabled students in their classes express frustration at their inability to meet their individual needs and simultaneously meet the needs of the rest of their students. Albert Shanker, president of the American Federation of Teachers, predicts that if the inclusion movement does not stop (according to the Education Department, 1.6 million students with disabilities now spend the entire school day in regular classrooms), teachers will be overwhelmed and the majority of students without disabilities will suffer academically. Sharon Davis, director of the ARC, and Judy Heumann, assistant secretary for special education, both speak as advocates for full inclusion. Heumann is quoted as saying: "Historically, we have had two education systems, one for students with disabilities and one for everybody else. We are working to create one education system that values all students."

Kauffman, J. M. (1993). How we might achieve the radical reform of special education. ***Exceptional Children,*** **60(1), 6-16.**

Descriptors: positions; special education; reform; change process

Abstract: The author points out that in a world of rapid change, special education is being subjected to enormous pressures for change. He discusses the importance of keeping the issue of the place of education in proper perspective, choosing complex idea over simplistic image, and avoiding fanaticism. In particular, he expresses the concern that the inclusion movement is transforming a good idea into a tyrannical one by educators who endorse inclusionary settings for all students "because it's the right thing to do," even if it doesn't work for all students. "Perhaps the ultimate degradation of special education is a fanatical allegiance to place," he writes," even if it doesn't work." If diversity among students is celebrated, Kauffman suggests, "then perhaps the diversity of services programs, and environments providing appropriate education and habilitation should also prompt celebration." Lasting change, he proposes, is more likely to be achieved by persistent, mundane, but carefully chosen activities (self-questioning, reflection, practice, persistence, attention to detail, and mindfulness of the past, among others) than by fashionable actions and images of radical reform.

Lipsky, D., & Gartner, A. (1992). Achieving full inclusion: Placing the student at the center of educational reform. In Stainback, W. & Stainback, S. (Eds.), Controversial issues confronting special education: Divergent perspectives, (pp. 3 - 11). Needham Heights, MA: Allyn and Bacon.

Descriptors: philosophy; disabilities

Abstract: The authors maintain that inclusion is enhanced by current reform efforts that place the student at the center of educational reform. The shift away from national, state, and local authorities to teacher empowerment, school-based management, and parental choice places students at the center, recognizing that they are the producers of their own learning. This new attitude is not a panacea for the problems that schools face. But the recognition of students as producers of learning "can be the necessary change that powers a third wave of school reform," the authors maintain.

Source:
Allyn and Bacon
160 Gould Street
Needham Heights, MA 02194
(617)455-1250

Cost: $63.00

Oberti, C. (1993). A parent's perspective. *Exceptional Parent*, 23(6), 18-21.

Descriptors: philosophy; parents; Down Syndrome; families; peers; peer modeling; self-esteem; socialization; teachers; cooperative learning

Abstract: Written by the parent who fought for several years for public school inclusion of his Down Syndrome son, this article offers a father's personal philosophy on inclusion. Oberti proposes several benefits of inclusion, but the greatest advantage for students with disabilities being placed in classrooms with their peers is in the area of self-esteem. "With inclusion," he writes, "we are placing children with special needs in the regular classroom, giving them the opportunities they deserve and allowing peer modeling of appropriate behaviors. We are subconsciously letting them know that they are equal to any other human being and capable of meeting our expectations."

Preserving special education. . . for those who need it. (1992). In Stainback, W. & Stainback, S. (Eds.), Controversial issues confronting special education: divergent perspectives, (pp. 13 - 25). Needham Heights, MA: Allyn and Bacon.

Descriptors: positions; severe disabilities; placement

Abstract: The author speaks out against "full integration advocates" who maintain that all students with disabilities can be educated in the regular classroom. Full integrationists, he says, are advocating for a program and overlooking the individual needs of many students. Citing several reasons to back his argument, he maintains that the individual needs of some students are significant enough that they cannot be met in the regular classroom. "If the mentally disabled students in question are smart enough to know they have friends and are socializing and being part of everything," he writes, " they are smart enough to know that they have absolutely no idea of what the teacher is talking about or what the other students are doing." The resolution, he proposes, is choice. "There is a need for a range of service options because there is a range of disabled people with a wide range of needs, many of which cannot possibly be met in the regular classroom."

Source:
Allyn and Bacon
160 Gould Street
Needham Heights, MA 02194
(617)455-1250

Cost: $63.00

Putnam, J. (1994, January 26). Moratorium on "inclusion" ignores civil-rights lessons. Education Week, pp. 40 - 41.

Descriptors: philosophy; policies; teachers; students; disabilities; administrators

Abstract: In response to Albert Shanker's call for a moratorium on inclusion initiatives, Joanne Putnam, chairman of the Department of Special Education at the University of Alaska, charges that the American Federation of Teacher's attitude toward inclusion "hails a return to the unjust policies of the past." She defends the rationale for inclusion "on the basis of civil rights, moral imperative, and a widely held belief that all children deserve equal access to the core curriculum and have the right to learn with their peers." While research shows few, if any, positive effects for students placed in segregated classes, Putnam indicates that she is unaware of any evidence that indicates placing students with disabilities in regular classrooms will jeopardize the achievement of their peers. Instead of making students with disabilities the scapegoat of blame for the problems in our schools and "carrying a torch to lead the masses against inclusion," Putnam calls upon the A. F. T. to search for ways to meet the individual needs of all students, teachers, and administrators.

Sailor, W. (1991). Special education in the restructured school. ***Remedial and Special Education*, 12(6), 8-22.**

Descriptors: restructuring; special education; regular education; funding; community; site-based management; reform; mild disabilities; moderate disabilities; severe disabilities; positions

Abstract: The author notes a recent trend in reform efforts shifting from intensive concentration of efforts to improve curriculum and instruction to efforts to reorganize school and district-level governance systems. This shift in emphasis presents a potential danger as well as an opportunity for special education. The reform movement in general education could result in an expanded use of special education as a separate system under which as many as 25 to 30% of public school students could be served by a separate special education delivery system. Alternatively, reform efforts offer the "attractive possibility for a shared educational agenda for all students" and a more judicious and efficient application of resources at the local school site level to better serve the interests of all students.

Shanker, A. (1993, September 19). Where we stand. New York Times.

Descriptors: opinions; regular education; special education

Abstract: In this opinion column, American Federation of Teachers president Albert Shanker protests what he refers to as the "one-size-fits-all" approach to teaching students with disabilities as detrimental to both regular education and special education students. For special education students "thrown" into regular education classes without the support they need, inclusion can spell disaster. And adding special education students who demand teacher attention to regular education classrooms can detract from the time teachers normally spend teaching their nondisabled classmates. Calling inclusion an "experiment on 40 million children--the disabled and the rest"--Shanker predicts our present educational system will never prepare American students to meet world-class standards if the inclusion movement continues. People who advocate total inclusion, he charges, believe that "advancing their social agenda is more important than raising educational achievement."

Vargo, R., & Vargo, J. (1993). Parents: A 'typical' classroom is the only choice. *Counterpoint* , 14(1), 5.

Descriptors:	Rett Syndrome; elementary; socialization; support systems; philosophy; related services; teachers; regular education; special education; disabilities; placement
Abstract:	Parents of an elementary student with Rett Syndrome discuss their choice of an inclusive classroom placement over a segregated one in this article. The student attends Edward Smith School in Syracuse, NY where inclusion of students with disabilities has been evolving for more than a decade. Inclusion is no longer considered a "pilot program" at Edward Smith, the parents write, "but rather a community philosophy." They stress that their daughter could not have succeeded in a regular classroom had she not had appropriate support systems--including a special education teacher overseeing her total programming and initiating modified activities, curriculum adaptation and classroom alternatives--as well as related services which are provided on a regular basis.

Projects

PROJECTS

Resources included in this section describe inclusion projects on state and local levels developed to facilitate the inclusion of students with disabilities in regular education settings. While some of the projects included here are working on a systems level, others are working at the classroom level.

State-level projects described in Florida (the Florida Inclusion Network), Pennsylvania (Gaining Access to an Education with All Youth and Students project), Connecticut (Inclusive Education Resource/Support Teams), and Minnesota (Inclusive Mentorship Program) have in common the strategy of providing assistance to school systems interested in increasing capacity to serve students with disabilities in regular classrooms. Team members active in different regions of each state typically provide "peer to peer" support, technical assistance, and resource information.

Two articles in this section describe the Inclusive Education Project, a collaboration between the Syracuse City School District and Syracuse University which successfully developed inclusive model sites and assured their continued expansion to other school settings.

California Research Institute (CRI). (SpecialNet message, October 5, 1991).

Descriptors: severe disabilities; technical assistance; local education agencies; systems change; California; projects

Abstract: This message describes the California Research Institute as a center which provides local education agencies, institutions of higher education, and other projects with technical assistance on the integration of students with severe disabilities, including full inclusion models, systems change strategies, dissemination of resource materials for supporting integration, linkage with resources, presentations, workshops, on-site consultations, and arrangements for site visits to integrated schools and classes.

Project contact:

Wayne Sailor
California Research Institute
San Francisco State University
14 Tapia Drive
San Francisco, CA 94132
(415) 338-6121

Campbell, P. (1993). Statewide systems change project for the integration of severely disabled students in California: The PEERS Project (Providing Education for Everyone in Regular Schools). Final report. (ED 358 633).

Descriptors: severe disabilities; systems change; projects

Abstract: This final report describes the PEERS Project (Providing Education for Everyone in Regular Schools), a five-year collaborative systems change project in California to facilitate the integration of students with severe disabilities into regular education classrooms. The project resulted in more than 3,000 students with severe disabilities making the transition into age-appropriate regular school sites and/or regular education classrooms. Sixteen appendices provide supplemental project and inclusion information.

Dillon, R. C. (1993). Building an inclusive school in Pennsylvania. ***Counterpoint*, 14(2), 11-12.**

Descriptors: disabilities; systems change; teams; planning; technical assistance; collaboration; assessment

Abstract: This article describes the GATEWAYS (Gaining Access To an Education With All Youth and Students) educational initiative in Pennsylvania, a federally funded Statewide Systems Change grant which helps increase the capacity of school districts to provide quality educational programs for students with severe disabilities within inclusive classroom settings. Gateways provides participating districts with monthly on-site training and support to school-based teams from regional technical assistance coordinators and university consultants. Since 1988-89, the Gateways network has grown from five school districts to 75 in 1993. Teams use a collaborative approach to conduct needs assessments and create action plans for class, school, and district levels.

Early Recognition Intervention Network (ERIN). A curriculum/assessment program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings. Dedham, MA: ERIN.

Descriptors: preschool; early childhood; disabilities; elementary

Abstract: The Early Recognition Intervention Network (ERIN) system is used in both special preschool classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers. When adopting, each teacher implements a program of observation and curriculum modification for children with special needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a 5-day Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional. The teaching adult makes materials and organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/ home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs. The child's Individual Education Program is implemented in large and small groups and individually.

Project contact:
Peter and Marian Hainsworth, Co-Directors
ERIN, Inc.
376 Bridge Street
Dedham, MA 02026
(617) 329-5529

Inclusion Mentorship Program. (1993, Fall/Winter). ***What's Working,*** **10.**

Descriptors: teams; systems change; technical assistance; projects

Abstract: The Inclusion Mentorship Program, one of several staff development activities within the Together We're Better program of the Institute on Community Integration, is a training program that focuses on a systems approach to developing more inclusive school communities. Twelve teams are working throughout the state of Minnesota as change agents in order to create more inclusive school communities. They offer technical assistance and support to school districts in the areas of systems change and inclusive education. These teams act as learners as well as teachers, developing a network of resources throughout the state that model proactive strategies and approaches to change.

Project Contact:
Together We're Better Program
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Liles, C. (1994). Florida Inclusion Network. Fort Walton Beach: Florida Inclusion Network.

Descriptors: networks; technical assistance

Abstract: The Florida Inclusion Network described in this brief fact sheet was established by the Florida Department of Education in January of 1994. Six regional coordinators employed by the network will provide information and technical assistance to schools and districts that wish to develop and implement, or refine inclusive educational practices.

Project Contact:

Cheryl Liles, Director
Florida Inclusion Network
c/o Okaloosa County Schools
120 Lowery Place S. E.
Fort Walton Beach, FL 32548
(904) 833-3226.

Cost: free

LRE Board. Inclusive education resource/support teams in Connecticut. (SpecialNet message, August 11, 1993).

Descriptors: disabilities; families; technical assistance; teams; resources; projects

Abstract: This message describes a special project of the Connecticut Special Education Resource Center to establish regional Inclusive Education Resource/Support Teams (IERSTs) across the state. Team members consult with school systems and families interested in the inclusion of students with disabilities in regular classes in their neighborhood schools. Teams are comprised of principals, special educators, general educators, support services personnel, parents, and other individuals experienced in and committed to inclusive education. Team members provide "peer to peer" support, technical assistance, and resource information. The goals of the project are to increase the number of students with disabilities served in regular classrooms in their neighborhood schools and to expand the number, knowledge of, and use of inclusion resources (human, printed, and audiovisual) in the state.

Project Contact:
Beth Kurker-Stewart, Project Coordinator
Inclusive Education Resource/Support Teams
SERC
25 Industrial Park Road
Middletown, CT 06457-1520
(203) 632-1485 or 1-800-842-8678 in Connecticut

Meyer, L., Harootunian, B., Williams, D., & Steinberg, A. (1991). Inclusive middle schooling practices: Shifting from deficit to supply models. Syracuse: Inclusive Education Project, Syracuse University.

Descriptors: middle school; at risk; philosophy; cooperative learning; peers; prevention; peer support networks; mental health; support systems

Abstract: This document describes the philosophy and structure of a non-pullout approach to addressing the needs of non-labeled students in middle school settings whose academic performance and attendance place them at risk for early school drop out and academic failure. The Syracuse Stay in School Partnership Project model includes instructional reforms such as cooperative learning, multicultural education, and the creation of peer support networks. Emphasis is placed on the value and design of non-stigmatizing preventive services that accept the school's responsibility to create psychologically safe learning and social environments to engage students rather than viewing students as having deficits to be remediated as the primary intervention. Additional needs for mental health and student support services are also discussed.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-22809

Cost: $4.00

A practical look at the change process. (1994). ***Inclusive education programs: Advice on educating students with disabilities in regular settings*, 1(1), 8-12.**

Descriptors: case studies; disabilities; change process; schedules; curriculum; staff training/preparation; teams; planning; peers; peer tutoring; teachers; elementary; middle school; secondary

Abstract: This article recounts the experiences of the Inclusive Education Project, a collaborative effort between the Syracuse City School District and Syracuse University. The project created a framework for facilitating inclusion in five elementary schools, two middle schools, and one high school in Syracuse. Various educators involved in the project discuss the process they followed, what they would do differently if beginning again, and what they learned from the experience. One of the significant lessons learned during the project was that creating inclusive schools is not a separate disability issue, but rather an issue of identifying practices that support the needs of all students.

Rogan, P., & Davern, L. (1992). Inclusive education project: A building-based approach to developing classroom and school models that include students with severe handicaps. Final report. Syracuse: Syracuse City School District, Syracuse University, and New York Division of Special Education and Rehabilitation. (ED 354 712).

Descriptors: severe disabilities; elementary; secondary; leadership; program development; program evaluation

Abstract: This document describes the Inclusive Education Project--a collaborative demonstration project between the Division of Special Education and Rehabilitation at Syracuse University and the Syracuse City School District in New York. It was designed to meet special problems of students with severe disabilities in regular education settings. Project goals included 1) develop eight demonstration sites that exemplify inclusive education models from elementary to secondary levels, 2) develop a building-level process to create or further develop a model that includes students with severe disabilities, 3) develop criteria for establishing an inclusive educational model for students with severe disabilities, 4) develop a tool that can be used by districts to evaluate their inclusion programs, and 5) engage in a district-wide planning process that protects the integrity of the model programs and assures their continued expansion. This final report provides details and project objectives, findings underlying the project approach, a description of the model and participants, a list of methodological and logistical problems, evaluation findings, and project impact. Appendices provide background materials relating to the project.

Salisbury, C., & Evans, I. M. (1993). Using a collaborative problem solving strategy to facilitate the mainstreaming of students with severe handicaps. Albany, NY: New York State University System. (ED 357 535).

Descriptors: collaboration; severe disabilities; elementary; socialization; peers; research

Abstract: This document describes the Collaborative Education Project which was designed to assess the effectiveness of collaborative problem solving by peer advocates for enhancing the inclusion of students with severe disabilities into regular elementary classroom contexts. The CPS strategy gives some responsibility to nondisabled students for the planning and design of activities and procedures that will ensure greater participation by students with severe disabilities. Data collected from the first three years of the project indicate that 1) parent attitudes toward inclusion are unaffected by the presence of students with severe disabilities, 2) CPS is a useful and valued process for promoting equity and inclusion, 3) achievement test performance among classmates of students with severe disabilities was equivalent or better than a comparison group, and 4) the level of engaged time among regular education students was unaffected by the presence of students with severe disabilities. The document includes an instructor's manual and a CPS manual written for elementary students.

Special Education Resource Center. (1993). Inclusive education resource/Support teams. Middletown, CT: Special Education Resource Center.

Descriptors: disabilities; families; teamwork; technical assistance; parents; administrators; resources; support systems; projects

Abstract: This brochure describes the Inclusive Education Resource Support Teams (IERST) project in Connecticut created with the goals of increasing the number of students with disabilities in regular education classrooms in their local schools and expanding the number, knowledge and use of resources in the state that assist in inclusion efforts. Team members active in 7 regions of the state support school systems and families interested in the inclusion of students with disabilities in regular education classrooms. Teams are comprised of parents, principals, special educators, general educators, support service personnel, a student, and other individuals experienced in and committed to inclusive education. These team members provide "peer to peer" support, technical assistance, and resource information.

Project Contact:
Special Education Resource Center
25 Industrial Park Road
Middletown, CT
(203) 632-1485 or (800) 842-8678

Cost: free

Research

RESEARCH

The research generated by the inclusion movement thus far evidences a shift from quantitative to qualitative analysis. Very few studies published thus far have generated "hard data" from traditional measures of success such as student achievement scores. An analysis of some of this data is offered in Owen White's "The Expert Witness and Inclusion as the Preferred Placement" (1993). More conclusive "hard data" from the state of Vermont, very active in the inclusion movement, is reported in *Vermont's Act 230: Three years later: A report on the impact of Act 230* (1993).

But more typically the inclusion movement has given rise to enthnographic studies, narratives, case studies, anecdotes, and survey results which attempt to evaluate the effect inclusion is having on school administrators, regular education teachers, special educator teachers, students (both with and without disabilities), and family members who have experienced it firsthand.

Two ethnographic studies included in this section chronicle the experiences of two elementary schools which have implemented full inclusion. Narratives from these studies conclude that inclusion requires a strong commitment and is a gradual process which evolved "slowly, intentionally and most effectively within a collaborative process of decision making" (Salisbury et al., 1993).

What is emerging from this qualitative body of research are implications for practice and further research. Many of the research studies undertaken to date contain practical information that can be used by educators beginning or already in the process of implementing inclusive programs, as well as warnings of barriers and strategies to avoid.The authors of *Regular Class Integration: Feedback from Teachers and Classmates* (York et al., 1989) list a number of recommendations for inclusion planners to consider as the result of their inclusion study in two Minnesota middle schools.

If analyses of academic performance are inclusive so far in this growing body of research, indications of social competence and acceptance are becoming well documented. Numerous studies indicate that students with disabilities included in regular classrooms build social competence while simultaneously gaining social acceptance among their peers. Feedback indicates that the inclusion experience is generally positive for students with and without disabilities as well as their teachers. Early childhood studies point to the need for teachers to encourage children with disabilities to initiate social interactions with peers.

Teachers surveyed in several of these studies speak frankly and openly of their fears, concerns, and apprehensions at teaching students with disabilities in the regular classroom. Although with time and adequate support, the majority of teachers participating in surveys reported here became more accepting of students with disabilities and wanted to continue inclusive programs, some of them were less accepting and felt they neglected these students' needs because they were unable to give them enough individualized attention. Teachers responding to a 1990 survey in Illinois (Phillips et al., 1990) indicated a willingness to work with students with physical disabilities more than those with mental, emotional, or behavioral disabilities.

Two studies demonstrate how not to proceed with inclusion. In " 'Peter? He comes and goes. . .': First graders' perspectives on a part-time mainstream student," a seven-year-old student who was mainstreamed part-time was considered an outsider by most of his classmates. The author (Schnorr, 1990) concludes that Peter might have been considered a friend by more of his classmates if he had been included in the class full-time instead of only part of the day. A secondary level study in Oregon (Hilton & Liberty, 1992) indicates that placing students with severe disabilities in integrated settings does not insure that integration will take place. Without planning and systematic evaluation prior to placement, students are less likely to adapt to the change, interact socially, and make progress toward independence.

Two other studies point out the need for systematic data collection. One study (McGrew, 1992) found that students with disabilities are frequently excluded from national and state data collection programs, making data on achievement hard to come by. The second study (Hilton & Liberty, 1992) argues for systematic evaluation prior to placement so that teachers and administrators can better evaluate the success of the inclusion process.

Burke, D.A. & Bang, M. (1993). **The impact of inclusive education placements in Michigan. Lansing, MI: Disability Research Systems, Inc.**

Descriptors: preschool; elementary; secondary; severe disabilities; parents; teachers; systems change; families; transportation; evaluation; research

Abstract: The authors report on an evaluation study commissioned by five Intermediate School Districts (ISD) in Michigan to follow-up 89 students placed in inclusive education options during the school year 1991-92. All of these students had previously attended school in segregated facilities operated by their respective intermediate school districts. Findings indicate that, in general, parents reported mostly positive changes in family life since including their children in general education settings. Transportation time was reduced for all 52 of the students whose parents responded. Both parents and teachers perceived that opportunities for student interaction with nondisabled students were enhanced in an inclusive education option, but interactions out of school were not enhanced. Quality of the interactions in school were judged by teachers and parents as quite positive.

Source:
Disability Research Systems, Inc.
2500 Kerry St.
Suite 208
Lansing MI 48912
(517) 485-5599

Cost: Contact Source

Cole, D.A., Meyer, L.H. (1991). Social integration and severe disabilities: A longitudinal analysis of child outcomes. *The Journal of Special Education*, 25(3), 340-351.

Descriptors: socialization; severe disabilities; elementary; secondary; research

Abstract: This article describes a research study in which the effects of integrated versus segregated schooling upon the educational and social competence of children with severe developmental disabilities were examined across a 2-year time period, using both classroom observation and standardized child assessment measures. Students in 43 different classrooms from 14 schools in the Minneapolis-St. Paul metropolitan area participated in this study which collected both measures of intellectual and social functioning and observational measures of student-environment interaction. Contrary to expectations at the initiation of this study, students in segregated sites did not receive a greater concentration of special educational resources than those in integrated settings. Also, no significant differences were found between integrated and segregated students in the traditional domains of self-help skills, gross and fine motor coordination, communication, and adaptive behavior at the beginning of the study or over a 2-year period. In the functional domain of social competence, however, children from integrated sites generally progressed (improving their ability to manage their own behavior in social situations, provide negative feedback to others, etc.) Conversely, children from segregated sites generally regressed in each of the skill domains. The authors conclude by suggesting that reform efforts be aimed at the system versus the individual.

Deno, S., Maruyama, G., Espin, C., & Cohen, C. (1990). Educating students with mild disabilities in general education classrooms: Minnesota alternatives. *Exceptional Children*, 57(2), 150-161.

Descriptor mild disabilities; reading; parents; teachers; socialization; research

Abstract: This article reports results of an investigation designed to examine the effects of efforts in Minnesota schools to modify general education classrooms in ways that enhance inclusive opportunities for students with mild disabilities. The first study explored the degree to which a school was perceived as effective by its staff could be used as an indicator of its success. The only consistent finding of this study was that staff perception of parental involvement was an indicator of the degree that a school was successful in enhancing achievement. The second study evaluated efforts by schools to develop specific model programs to include students with mild disabilities. Staffs of schools implementing inclusive programs viewed their schools more positively with respect to 15 effective school characteristics. Student achievement comparisons in reading revealed that while both low-achieving students and those with mild disabilities did better in integrated programs, there was no differential benefit for special education students. They performed relatively poorly in both integrated and resource programs when compared with their low-achieving classmates but had more social success in regular education settings.

Ferguson, D. L. (1993). Regular Class Participation System (RCPS): A final report. Eugene, OR: Specialized Training Program, University of Oregon.

Descriptors: severe disabilities; middle school; secondary; teachers; reform; integration; socialization; research

Abstract: The Regular Class Participation System project attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms with a particular emphasis on middle and secondary schools. A teacher-based planning strategy was developed and shared with teacher participants in the project. Teachers' efforts and outcomes for students were systematically documented by two research studies. RCPS attempted to balance social and learning outcomes for students with severe disabilities who were included in general education classrooms. Analysis of both quantitative and qualitative data generated during the study from schools in various stages of reform led to three broad conclusions: 1) integration doesn't work, but inclusion does, 2) integration doesn't work, but it can be a "step on the way" to inclusion, and 3) inclusion only works well in the context of reinvented schools.

Source:
Specialized Training Program
University of Oregon
Eugene, OR 97403
(503) 346-5313

Cost: $4.00

Ferguson, D.L., Meyer, G., Jeanchild, L., & Zingo, J. (1992). Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. *Journal of the Association of Persons with Severe Handicaps*, 17(4), 218-226.

Descriptors: disabilities; elementary; middle school; secondary; curriculum; teachers; research; outcomes; collaboration

Abstract: Based on research conducted in eight elementary, three middle, and six high schools, this article describes three inclusion outcomes for both disabled and nondisabled students (curriculum infusion, social inclusion, and learning inclusion). Using an extended example of one high school drama class, the authors describe how the drama teacher and special education teacher provided teaching support, prosthetic support, and interpretive support to one disabled student by developing both collaborative and consultative relationships with each other.

Florina, L. (1993). Characteristics of effective inclusive schools: A Utah study. University of Maryland.

Descriptors: effective schools, leadership; collaboration; teams; program evaluation; research

Abstract: This study was conducted in Utah during the fall of 1992. Interviews were conducted with key stakeholders at both the district and state level. Interviews and observations were conducted in 10 of the state's 40 school districts. The study is grounded in the effective schools research, with results discussed in the context of three broad categories of effective schools: a common mission; and emphasis on learning; and a climate conducive to learning. A section on barriers to change is included, as are recommendations that arose from an analysis of comments made in the interviews and from the results of the observations. Examples of the recommendations include: The state should provide financial support for start-up costs; training is needed for collaboration, team building and teaching methods; program evaluation should be conducted to provide information on how inclusion is working.

Source:
Mountain Plains Regional Resource Center
Utah State University
1780 N. Research Parkway
Suite 112
Logan, UT 84321-9620

Giangreco, M. F., Cloninger, C. J., Dennis, R. E., & Edelman, S. W. (1993). National expert validation of COACH: Congruence with exemplary practice and suggestions for improvement. *Journal of the Association of Persons with Severe Handicaps*, 18(1), 28-35.

Descriptors: deaf-blind, multiple disabilities; planning; research; evaluation

Abstract: The content and social validity of an educational planning tool entitled COACH (Choosing Options and Accommodations for Children) were explored through two studies described in this article. The first study presents questionnaires from six groups of experts in the field of deaf-blindness and multiple disabilities regarding the purpose, philosophy, content, process, and presentation of COACH. The second study presents social validation feedback from parents whose children are deaf-blind and have multiple disabilities regarding a set of valued life outcomes included in COACH. The combined results of these two studies provide initial validation for the program. Expert and consumer feedback offers potential users of COACH perceptions of its strengths and suggestions for future improvement.

Giangreco, M.F., Dennis, R., Cloninger, C., Edelman, S. & Schattman, R. (1993). "I've counted Jon:" Transformational experiences of teachers educating students with disabilities. *Exceptional Children*, 59(4), 359-372.

Descriptors: elementary; severe disabilities; teachers; systems change

Abstract: This study examines the experiences of general education teachers who have taught students with severe disabilities in their classes. Nineteen general education teachers from 10 Vermont public schools, grades kindergarten through 9, were selected for interviews by virtue of having had a student who was identified as severely disabled in their general education classroom on a full-time basis sometime during the previous three years. Students were all defined as being dual sensory impaired and most of them also had severe orthopedic disabilities. Semi-structured interviews were used with the teachers: results indicate that most teachers reacted to the initial placement cautiously or negatively, but 17 of the 19 teachers "...experienced increased ownership and involvement with the student with severe disabilities in their classes over the course of the school year" (p. 364). Teachers indicated attitude improvement and a willingness to do this again; also, they reported "...that the participation of a student with severe disabilities in their class had a positive impact on the child with disabilities, as well as on the child's classmates" (p. 368).

Hamre-Nietupski, S., Nietupski, J., Maurer, S. (1990). A comprehensive state education agency plan to promote the integration of students with moderate/severe handicaps. *Journal of the Association for Persons with Severe Handicaps*, 5(2), 106-113.

Descriptors: change process; SEA leadership; case studies; moderate disabilities; severe disabilities; teams

Abstract: This article proposes that state education agencies (SEAs) are in a powerful position to influence local districts and, therefore, must take a proactive leadership role in promoting integration. A case study conducted with the state of Iowa is described. Activities undertaken by the SEA between 1984 and 1989 include developing a position statement on integration, developing an integration manual and two videotapes, creating an integration technical assistance team to provide district consultation, and conducting workshops focused on forming partnerships to develop quality integrated services. Data show that the number of segregated public schools has gone down from 60 in 1976 to 10 in 1989. Many more students with moderate/severe disabilities were integrated into age-appropriate regular schools after the Iowa Department of Education's integration initiative.

Hanline, M. F. (1993). Inclusion of preschoolers with profound disabilities: An analysis of children's interactions. ***Journal of the Association of Persons with Severe Handicaps,*** **18(1), 28-35.**

Descriptors: preschool; socialization; severe disabilities; research; early childhood

Abstract: In this study three children with severe disabilities placed in an inclusive preschool were observed for a total of 480 minutes over a four-week period in both indoor and outdoor supervised play. Three children with no disabilities were observed under the same conditions for comparison. Results of the study showed variation in the behavior of the children with disabilities, but also showed that the children with disabilities had many opportunities to participate in peer social interactions and engage in interactions comparable in length to those of their peers without disabilities. Results showed that disabled children initiated social interactions less frequently. Thus, particular attention may need to be paid to the encouragement of initiating interactions and helping young children without disabilities understand and respond to the often idiosyncratic behaviors of their peers with severe disabilities. Because of the small sample size, the results of this study must be interpreted and generalized with caution.

Hilton, A., & Liberty, K. (1992). The challenge of ensuring educational gains for students with severe disabilities who are placed in more integrated settings. *Education and Training of the Mentally Retarded,* 27(2), 167-175.

Descriptors: severe disabilities; teachers; IEPs; research; peers; socialization; secondary; student evaluation

Abstract: This study of 16 secondary students placed in nine Oregon high schools demonstrates that placing students with severe disabilities in integrated settings does not ensure that integration will take place. Observations of social contacts among students indicated little interaction between students with and without disabilities. Observers also noted that teachers did not foster integration when opportunities presented themselves and that schedules often minimized integration opportunities. Further, these students' records indicated they were not making progress toward independent adult functioning. The authors suggest that a two-pronged test be used to evaluate how successful integration practices are. The first criterion is whether students have been provided with opportunities to interact with peers to the fullest extent possible. The second criterion is whether students are making progress on their IEP objectives and other functional skills at a rate equal to or above the progress of students in more restrictive settings. They conclude that without planning and systematic evaluation prior to placement, it is difficult for teachers or administrators to evaluate the success of the inclusion process.

Hunt, P., & Farron-Davis, F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. *The Journal of the Association for Persons with Severe Handicaps*, 17(4), 247-253.

Descriptors: severe disabilities; IEP; special education; regular education

Abstract: The individualized education programs (IEPs) of 22 students with disabilities placed in special education and regular education classes were analyzed to determine if there were differences. No difference was found in the curriculum content of the IEPs, but there was a difference noted in the objectives for students placed in regular education classes. The difference was in the quality of IEP objectives for these students, with higher scores for IEPs written for students placed in regular education classrooms.

Kane, D. M., & Johnson, P. K. (1993). Vermont's Act 230: Three years later: A report on the impact of Act 230. Montpelier, VT: Vermont Department of Education.

Descriptors: legislation; disabilities; restructuring; research; mild disabilities; parents; collaboration; team teaching; staff development; cooperative learning; IEP

Abstract: Three years following the passage of Act 230, this document evaluates the changes that have taken place in Vermont's educational system as the result of this legislation. Since Act 230 was passed in 1990, the number of students receiving special education has declined 17%. Results of an evaluation of effects of the law showed that the performance of most students no longer receiving special education was judged to be comparable to when they were receiving special education; many of these students were judged to have performed better in some areas. The study found that 89% of the referrals to instructional support teams were judged to have resulted in adequate support for students referred. Another finding of the study was that while students with mild learning or speech/language disabilities are spending more time in the regular classroom with the increase of integrated special services systems, cooperative learning, and team teaching, there has not been a significant shift of students placed in out-of-district segregated environment.

Concerns raised by the study include achieving stable and adequate funding in the face of declining federal and state support, support for school restructuring and reorganization, additional staff development, necessary collaboration of education and human services agencies, and continued parent and community involvement.

The study concludes: "The Act 230 effort does not represent an end in itself, but rather a way out of the restrictive box we have built with our years of categorical solutions and, once freed from those restrictions, we will be better able to create a system that can be effective and equitable for all students."

Source: Vermont Department of Education
Family and Educational Support Team
120 State Street
Montpelier, VT 05620-2501
(802) 828-3141

Cost: free

McGrew, K. S. (1992). Inclusion of students with disabilities in national and state data collection programs. Technical report 2. Minneapolis: National Center on Educational Outcomes (NCEO).

Descriptors: data collection; disabilities

Abstract: This report examines the extent to which individuals with disabilities are involved in national and state data collection programs that play a pivotal role in reform efforts focusing on measurement of educational indicators. A study of 30 national data collection programs found that most existing national and state data collection programs exclude large portions of the student population with disabilities. Authors conclude that the ability to extract useful national and state policy-relevant information on the outcomes of students with disabilities from national and state collection programs is seriously hampered by the widespread exclusion of portions of this population.

Source:
National Center on Educational Outcomes (NCEO)
Publications Office
350 Elliott Hall
75 E. River Rd.
Minneapolis, MN 55455
or ED 347 769

Cost: $10.00

Phillips, W. C., Alfred, K., Brulli, A. R., & Shank, K. S. (1990). The Regular Education Initiative: The will and skill of regular educators. *Teacher Education and Special Education*, 13(3-4), 182-186.

Descriptors: teachers; disabilities; teacher education

Abstract: A survey of 1,012 Illinois teachers (314 surveys returned) revealed teacher attitudes toward inclusion. As a group the respondents indicated positive attitudes toward inclusion, lowering class size to facilitate inclusion, administrative support of inclusion, and use of labeling to obtain special services. They indicated concern about high student/teacher ratios, lack of materials, lack of preparation time, and increased paperwork. Teachers surveyed indicated they were more willing to work with students with physical disabilities than mental, emotional, or behavioral disabilities and saw consultation with a special education teacher as an important resource in promoting inclusion. Implications for teacher educators are discussed, including the infusion of special education curriculum into the general education program of studies.

Source:
National Center on Educational Outcomes (NCEO)
Publications Office
350 Elliott Hall
75 E. River Rd.
Minneapolis, MN 55455
or ED 348 819

Cost: $1.00

Rainforth, B. (1992). The effects of full inclusion on regular education teachers. San Francisco: California Research Institute.

Descriptors: disabilities; teachers

Abstract: This study used an ethnographic research methodology to identify effects of inclusion on regular classroom teachers at Harry L. Johnson Elementary School in Johnson City, NY, where students with disabilities have been gradually included in regular classes from lower grades through higher ones since 1986. Reactions of the ten teachers interviewed for the study have been grouped into the following themes: 1) teaching and learning about disabilities, 2) curriculum and materials, 3) success for all, 4) collaborative problem solving, 5) expectation of inclusion, 6) teams, 7) student assessment and IEPs, 8) flexibility, 9) let it go, 10) stress, and 11) accountability. Reaction of the teachers was overwhelmingly positive toward inclusion; the author suggests that the findings suggest that inclusion may not have produced new effects but merely amplified attitudes, philosophies, and practices that existed in the school prior to the start of inclusion. "The nature of the school before inclusion," she writes, "seems to have predisposed teachers both to consider this initiative and to ensure its success." Observation and questionnaire forms are included in appendices.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847 or 338-7848

Cost: $5.00

Rude, H.A., & Anderson, R.E. (1992). Administrator effectiveness in support of inclusive schools. *Case in Point*, 7(2), 31-37.

Descriptors: administrators; middle school; elementary; secondary; teachers; principals; administrators; leadership

Abstract: This study was conducted to determine the building administrator's role in supporting effective inclusion practices for students with special educational needs into elementary, middle and senior high school sites. Qualitative inquiry techniques were used to determine the most effective administrative practices from the perspective of classroom teachers, special educators, and building principals. Some of the identified characteristics of supportive administrators were the ability to take risks, have a positive attitude, and be a good communicator.

Saint-Laurent, L., & Lessard, J. C. (1991). Comparison of three educational programs for students with moderate mental retardation integrated in regular schools. *Education and Training of the Mentally Retarded,* 26(4), 370-380.

Descriptors: research; socialization; regular education; special education; curriculum; teachers; student evaluation

Abstract: Researchers in the Quebec City area set out to evaluate differences in progress between students in special classes and those in regular classes. Furthermore, within the special classes, they evaluated learning with a functional curriculum compared to a traditional curriculum. The 41 students participating in the study were considered moderately intellectually handicapped and were between the ages of 6 and 10. Several measuring instruments were used to assess the academic, social, and personal progress of the students. Results of the study showed that none of the three models resulted in greater academic progress for the students. Teachers of regular classes reported more behavioral progress among the students with disabilities placed in their classrooms.

Salisbury, C., Palombaro, M. M., & Holloweed, T. M. (1993). On the nature and change of an inclusive elementary school. *The Journal of the Association of Persons with Severe Handicaps,* 18(2), 75-83.

Descriptors: disabilities; elementary; students; planning; collaboration; philosophy; systems change

Abstract: This qualitative study characterizes the nature and evolution of school reform toward a more inclusive approach at Harry L. Johnson Elementary School in Johnson City, NY. Systems change in this school, the authors point out, "occurred slowly, intentionally, and most effectively within a collaborative process of decision making." It was the "constant reflection on actions, beliefs, knowledge, and desired outcomes" of the staff that kept them on their desired course. Students, too, have been empowered to collaborate and make substantive decisions about classroom process. Authors describe the process the school went through to "reintegrate" students with disabilities into their program and offer anecdotes that illustrate how the program is working today.

Schnorr, R. (1990). "Peter? He comes and goes...": First graders' perspectives on a part-time mainstream student. *Journal of the Association of Persons with Severe Handicaps,* 15(4), 231-240.

Descriptors: severe disabilities; students

Abstract: This study used qualitative methods to investigate how a classroom of first graders viewed and interacted with a student with moderate disabilities who attended class on a part-time basis. The researcher spent 7 months with 23 students from one first grade class, their teacher, and a 7-year-old mainstream student who was assigned to a self-contained special education class. Findings were organized by themes that grew out of the discussions and interviews with the students, including what first grade is to these students, where they belong, what they do, and with whom they play. It was clear that "[f]or this particular group of elementary students, the meaning of school goes far beyond curriculum" (p. 238). Using the themes to illustrate how these students viewed themselves and others, the author suggests that the one child who was mainstreamed part-time into their classroom was considered an outsider. He was not around during play time, so he wasn't mentioned as a friend by any of the students; the students noticed that while they were "working," Peter's activities were more play oriented; and Peter's time in their class was limited enough that they didn't even consider him a part of their class. This article presents several suggestions for things that could be done to help students with disabilities be more genuinely included in regular classrooms. Future research considerations are also discussed.

Smith, B.J., Slisbury, C.L., Rose, D.F. (1992). Policy options for preschool mainstreaming. ***Case in Point*****, 7(2), 17-30.**

Descriptors: preschool; policies; surveys; parents; community; administrators; early childhood

Abstract: The Research Institute on Preschool Mainstreaming conducted a nationwide survey and follow-up case studies of state and local administrators, preschool coordinators, parents, community programs, and others to ascertain policy barriers and policy options for preschool mainstreaming. The barriers and the options that states and localities have developed to implement mainstream placements are reported. The appendices provide greater detail on respondents' descriptions of policy disincentives and their suggestions for overcoming those disincentives.

Stainback, W., Stainback, S., Moravec, J. & Jackson, H. J. (1992). Concerns about full inclusion: An ethnographic investigation. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), *Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools* (pp. 305 - 324). Baltimore: Paul H. Brookes.

Descriptors: research; teachers; severe disabilities; administrators; students; philosophy; community; curriculum; elementary

Abstract: This ethnographic study looks at what happened in Helen Hansen Elementary School in Cedar Falls, IA during the first year that full inclusion was implemented for seven students with severe disabilities aged five through 12. The qualitative data gathered during the study includes perceptions of both the staff and students of the school. Results of the study reveal that the prospect of full inclusion initially evoked anxiety, and in some cases fear, on the part of students and teachers. The students with disabilities presented challenging behaviors and were unable to keep up in the general education curriculum at the beginning of the year. As the year progressed, however, fear and behavior difficulties subsided and the teachers and support facilitator learned to adapt the curriculum to meet the needs of disabled students. For the most part, parents, teachers, and students with and without disabilities were pleased with the situation and willing to continue and improve full inclusion efforts. The success of this effort, however, must be viewed in light of the fact that it occurred in a school that had made a strong public commitment to inclusion beforehand, the staff and students involved felt empowered by their collaborative efforts to make inclusion work, and the staff worked to foster a strong "sense of community" among everyone involved.

Source:

Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

White, O. R. (1993). The Expert witness and inclusion as the preferred placement. In Tenth Annual Pacific Northwest Institute on Special Education and the Law (pp. 190 - 205). Seattle, WA: School Law Division, Institute for the Study of Educational Policy.

Descriptors: research; philosophy; at risk; mild disabilities; severe disabilities; learning disabilities; social standing; IEPs; teachers

Abstract: This presentation focused on what research has revealed about inclusion and its impact on the people involved. The paper considers some of the differing perspectives surrounding inclusion, overviews the state of the research, and then presents the findings from 10 recent research studies on various aspects of inclusion.

Source:
School Law Division
Institute for the Study of Educational Policy
407 Miller Hall, DQ-12
University of Washington
Seattle, WA 98195
(206) 543-7258

Cost: Contact **Source**

York, J., Vanderbook, T., Mac Donald, C., Heise-Neff, C., & Caughey, E. (1992). Feedback about integrating middle-school students with severe disabilities in general education classes. ***Exceptional Children,*** **58(3), 244-258.**

Descriptors: severe disabilities; teachers; research

Abstract: Open-ended questionnaires were used to solicit information from special and general education staff, and classmates involved in integrated classes in two middle schools in suburban Minnesota. Students with severe disabilities had been included in regular education classrooms for nearly one full school year when the study was conducted. Feedback generally indicated that the inclusion experience was positive for students and teachers. The majority of respondents recommended continuing integration efforts.

York, J., Vandercook, T., & Mac Donald, C. (1989). Regular class integration: Feedback from teachers and classmates. Minneapolis: Institute on Community Integration, University of Minnesota.

Descriptors: middle school; severe disabilities; regular education; special education; peers; teachers; teamwork; teams; planning; research

Abstract: A survey of special educators, regular educators, and students involved in an integration project in two Minneapolis-area middle schools revealed positive and surprisingly uniform responses. Educators and classmates of students who were placed in selected regular education classes concurred that positive outcomes, particularly in the area of social competence, were realized by the students with severe disabilities who were integrated into their classes. Although there were differences in perspectives between regular and special educators, they both felt the regular class integration experiences were positive for themselves and their students. Implications for practice and research derived from the study include: 1) integrate students with severe disabilities into regular middle school classes, 2) assign students to regular classes based on chronological age, 3) expand integration beyond nonacademic classes, 4) recognize and promote classmate contributions, 5) communicate the expectations for and successes resulting from integration in regular classes, 6) in initial integration efforts, select teachers willing to be involved, 7) promote teamwork among regular and special education staff, 8) document, evaluate, and disseminate examples of how students with severe disabilities are included in a wide variety of regular classes, 9) promote permanency as a basis for program and systems design, 10) conduct both quantitative and qualitative research that promotes knowledge regarding ways in which students with severe disabilities can be included successfully in regular classes and other aspects of regular school life.

Source:
Institute on Community Integration
University of Minnesota, 109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 555455
(612) 624-4512

Cost: $15.00

Staff Training/ Preparation

STAFF TRAINING/PREPARATION

Undoubtedly one of the most crucial strategies in planning an inclusive education program is staff training and preparation. Many of the resources in this bibliography speak to the importance of training for the entire school staff, including janitorial and cafeteria staff members. Most documents which offer guidance on beginning an inclusion program include a section devoted to staff training and preparation. B. G. Wisecup's essay stresses the important of staff training for transitioning students from segregated environments to inclusive ones. In "Model Public School Inservice Programs: Do They Exist?" The importance of staff training is exemplified in Vermont's Act 30 which mandates that one percent of the total special education budget be dedicated to training of teachers and administrators (see abstract in Legislation section).

Because paraprofessionals play such a vital role in offering individual services to students with disabilities, it is natural that the literature reflects many resources focusing on paraprofessional training. The NCR for Paraprofessionals training program described here offers a seven-module training package for paraprofessionals working in inclusive settings.

The most comprehensive inclusion training is proposed by Richard Villa (1989) who envisions a four-tiered training agenda to prepare parents, school staff, and community members for inclusion.

Staff training and preparation is an issue also addressed in several resources included in the Strategies/Implementation and Miscellaneous sections.

CSPD Board. Training teachers for low incidence disabilities integration in rural Alaska. (SpecialNet message, September 20, 1992).

Descriptors: rural; teacher education; paraprofessionals; low incidence disabilities; Alaska; staff training/preparation

Abstract: This message describes a project in Alaska that provides training for teachers in rural Alaska to integrate children with low incidence disabilities into their classrooms. Ten masters degree teachers, receiving up to six hours of graduate credit for participation, and ten aides, eligible to receive undergraduate credit, receive training in their own localities using LiveNet teleconferencing from the University of Alaska-Anchorage. In turn, these educators mentor three teachers and three aides in their region, using training materials developed by the project and the assistance off itinerant special educators. The recruitment and training strategies are expected to maximize retention by training people already living in the region and inclusion of Alaska natives.

Contact: Peter Cowvick, Department of Special Education, University of Alaska, 3211 Providence Drive, Anchorage, AK 99508; (907) 786-1778

Institute on Community Integration, University of Minnesota. (1993). Creating inclusive school communities . . . a learning series for people working together for educational change. Minneapolis: Institute on Community Integration, University of Minnesota.

Descriptors: staff preparation/training; disabilities; change process; curriculum; community; collaboration; teams; planning

Abstract: These four modules were developed to facilitate a process for adults who work together in schools to learn and plan together for educational change. Each module contains a facilitator guide with topical introduction, facilitation notes, handouts, a participant's guide, and transparency copies. Module 1, "A shared agenda for general and special educators," provides the foundation of understanding inclusion and its importance. The remaining modules are entitled: "Curriculum as everything students learn in school (Module 2)," "Classmates learning to be members of caring communities (Module 3)," and "Adults working and learning together on collaborative teams (Module 4)."

Source:
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: Module 1: $10; Module 2: $20; Module 3: $10 Module 4: $15

The NRC for Paraprofessionals. (1993). Training program to prepare paraeducators to work in inclusive general and special education programs serving school age students. New York: The NRC for Paraprofessionals, CASE/CUNY.

Descriptors: paraprofessionals; staff preparation/training; legal rights; curriculum; families

Abstract: This competency based core curriculum is designed to prepare para-educators to work with students with disabilities in inclusive programs. The curriculum includes seven modules: 1) strengthening the instructional team, 2) legal and human rights of children and youth with disabilities and their parents, 3) human growth and development, 4) components of the instructional process, 5) appreciating diversity, 6) working with families, and 7) emergency/health/safety procedures. Content of the program stresses specific skills paraprofessionals need to work with students of assorted ages who have varying levels of disabilities and different education needs.

Source: The NRC for Paraprofessionals, CASE/CUNY
Room 620
25 West 43rd Street
New York, NY 10036

Cost: $25.00

Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. *Focus on Exceptional Children* 23(3), 1-24.

Descriptors: staff training/preparation; inservice training; teacher education; severe disabilities

Abstract: One section of this article (pp. 15 - 20) addresses personnel issues related to inclusion. The authors discuss potential roles and responsibilities of school-based employment specialists and integration /support facilitators that have been created as a result of the inclusion movement. Roles of instructional assistants working with students with severe disabilities are also discussed. Additionally, the authors make recommended changes in teacher preparation programs and recommend an inservice training agenda for school district personnel.

Villa, R. (1989). **Model public school inservice programs: Do they exist?** *Teacher Education and Special Education*, **12(4), 173-176.**

Descriptors: inservice training; parents; community; classroom management; assessment; instructional strategies; staff preparation/training; collaboration; administrators; teachers

Abstract: The author recommends a four-tiered comprehensive inservice training agenda to prepare for inclusion. Tier one is generic training content; tier two involves parents and community training; tier three incorporates training in assessment, behavior management, and instructional strategies for teachers and supervisory personnel; tier four involves training in a clinical supervision model for administrators. Inservice training formats are suggested and incentives for school staff members listed. Villa also calls for a new collaborative relationship between local education agencies and training institutions to build model preservice and inservice programs for staff training.

Wisecup, B.G. (1992). Staff development for transitioning students to a less restrictive environment: A systems approach. *Case in Point*, 7(2), 39-47.

Descriptors: staff training/preparation; change process; severe disabilities; mild disabilities; checklists

Abstract: This paper discusses the change process and its relationship to staff development in a Maryland school system. Examples of training experiences are given to illustrate the importance of staff development when instituting a change such as inclusion. An appendix includes a copy of a checklist for transitioning students to the most normal environment.

Strategies/ Implementation

STRATEGIES/IMPLEMENTATION

The wealth of resources available on strategies for planning, implementing and evaluating inclusion programs suggests that the movement is not only entrenched, but is growing and has reached a point of sophistication that researchers and practitioners have enough information to write and share what works. The strategies included in this section span the range from state to districts to individual schools and students. Family and community involvement are also addressed and stressed in several of the publications.

State education leaders have a role to play in supporting inclusion, including spearheading legislative mandates and funding formulas that promote such practices, according to Thousand and Villa (1990). States also can assist with planned change efforts (Wisniewski & Alper, 1994), providing technical assistance to local districts (Hamre-Nietupski et al.; West Virginia Department of Education), and working to support and promote teacher training programs (Thousand & Villa, 1990; I.N.S.T.E.P.P. Project; West Virginia Department of Education).

Planning the process of creating inclusive schools is a major undertaking for local education agencies. Fortunately, there are many resources available for districts as they begin to plan (York et al., 1989; Janney & Beers, 1991; Fox & Williams, 1991; National Education Association (1993); Freagon et al., 1992; I.N.S.T.E.P.P. Project, 1992; California PEERS Project, 1992); Sailor et al., 1993). Several of the resources cited include checklists, questions and guidelines for planning as well as information about what has worked for them and what to avoid in the process. Local districts also need take a leadership role in promoting best practices and to evaluate their efforts. A number of resources in this sections address these issues as well.

The individual school is where inclusion is really going to take place and schools that have tried and had some success have been generous in sharing their learning. Guidelines for the development of inclusive schools abound. For examples, see The MESH Manual, by Gallucci (1993); Inclusive Education Project (1990); York et al. (1992); LEARNS (1992); Welsert & Pentre (1992); Frisbie & Libby (1992). Personalized experiences with inclusion in schools can be helpful to planners; a number of such resources are included. Specific strategies for schools to employ include collaboration and team building; cooperative groups and peer relationships; adapting, modifying and tailoring curricula; and developing functional curricula.

Serving students with a variety of special needs in the regular classroom requires teachers and students alike to develop new attitudes and skills. One publication in this section, from the Inclusive Education Project at Syracuse University (1993) draws heavily from student ideas and responses to questions about best practices for suggestions about curriculum modifications, building social relationships and creating a sense of community in the classroom. Stainback & Stainback (1992) provide many ideas for teachers to use in designing, adapting and delivering curriculum in the regular classroom, as does Project CUE (Spessard, 1993), Demchak et al. (1993), Beninghof (1993), Ferguson et al., (1993) and the Community Services and Dissemination Center (1988).

Beck, J., Broers, J., Hogue, E., Shipstead, J., & Knowlton, E. (1994). Strategies for functional community-based instruction and inclusion for children with mental retardation. ***Teaching Exceptional Children,*** **26 (2), 44-48.**

Descriptors: functional curricula; elementary; collaboration; community-based integrated instruction; disabilities; leadership; administrators

Abstract: This article discusses a way to teach functional skills in community settings to elementary students while providing maximum inclusive experiences for students. The model presented by these authors includes a method for identifying functional curricula, collaborative instructional planning and teaching, community-based instruction, and instructional leadership that emphasizes inclusion and functional curricula for all students.

Beninghof, A. (1993). Ideas for inclusion: The classroom teacher's guide to integrating students with severe disabilities. Longmont, CO: Sopris West.

Descriptors: severe disabilities; instructional strategies; teachers; moderate disabilities; philosophy; peer tutoring; socialization; paraprofessionals; socialization; curriculum; grading; classroom management

Abstract: This guide provides teachers with 50 practical strategies for successfully integrated students with moderate and severe disabilities into the regular classroom. Strategy areas include: 1) curriculum and grading modification, 2) classroom management, 3) working with peer tutors, parents, and paraprofessionals and 3) facilitating friendships. The author gives an overview of the rationale for inclusion, a review of relevant terminology, and an explanation of philosophical principles.

Source:
Sopris West
P. O. Box 1809
Longmont, CO 80502-1809
(800) 547-6747

Cost: $19.95

Brey, J., & Glomb, N. (1992). Monitoring student process in general education classrooms. *The Utah Special Educator*, 13(2), 1, 9-10.

Descriptors: student evaluation; socialization; teachers; peers; families; IEPs

Abstract: As strategies for monitoring student progress in inclusive classrooms, the authors suggest both quantitative and qualitative measures to evaluate students in four areas: 1) educational progress, 2) adaptability to the educational environment, 3) social competence, and 4) social participation. They conclude that the nature of inclusive education requires that teachers assess multiple features of a student's program. With this comprehensive approach teachers must not only evaluate a student's progress toward meeting IEP goals and objectives but also determine how he or she is being accepted and supported in the educational environment. The teacher must gather both "hard data" concerning student progress and "soft data" on satisfaction of the placement by the student, family, peers, and other professionals.

Clark, G. M. (1994). Is a functional curriculum approach compatible with an inclusive education model? *Teaching Exceptional Children,* 26(2), 36-39.

Descriptors: functional curriculum; disabilities

Abstract: This article, an introduction to several articles on functional curricula and inclusion included in this issue of Teaching Exceptional Children , defines and discusses different aspects of functional curriculum and how it relates to a traditional curriculum. The author maintains that an inclusive model can instruct students, both with and without disabilities, together but must also meet the functional, community-based needs of all students as well.

Community Services and Dissemination Center. (1988). Exceptions: A handbook for teachers of mainstreamed students. Longmont, CO: Sopris West.

Descriptors: instructional strategies; mild disabilities; assessment; language arts; math; reading; secondary ; teachers

Abstract: This handbook is filled with techniques, practical tools, and activities to assist classroom teachers who teach secondary students with mild disabilities. It provides adaptive techniques that enable teachers to modify regular instructional approaches and materials to accommodate individual needs. Included are compensatory instructional techniques and materials in language arts, math, and vocabulary building as well as remedial techniques and approaches to teaching reading, spelling, and writing. The book also includes assessment tools, management forms, lesson plans, tests, and a variety of teaching activities.

Source:
Sopris West
P.O. Box 1809
Longmont, CO 80502-1809
(800) 547-6747

Cost: $11.95

Davern, L., Ford, A., Marusa, J. & Schnorr, R. (1992). "How are we doing?": A review process for evaluating teams which are working in inclusive settings. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors: program evaluation; teams; philosophy; community; teamwork; collaboration

Abstract: This is a guide to self-evaluation for inclusion team members to use who wish to periodically review and improve their working relationships. It provides a rationale for the review process and guidelines to follow during the review process. A review form is also included which is divided into six sections: 1) holding a shared philosophy, 2) establishing effective communication patterns, 3) maintaining positive attitudes toward teamwork and team members, 4) clarifying roles and responsibilities, 5) maximizing effectiveness, and 6) using a collaborative problem solving approach.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University,
Syracuse, New York 13244-2280

Cost: $2.75

Davern, L. Marusa, J., & Quick, D. (Eds.) (1991). Building "community" in classrooms and schools. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors: community; disabilities; socialization

Abstract: This booklet and accompanying checklist and suggested activities are aimed toward building a sense of community in the school environment. Children learn best when they feel safe, valued, and included. A sense of community is achieved when students think of themselves as a family with no individual left out. Ideas are shared to develop classrooms as caring, supportive, and educationally productive communities for each class member. Chapters include "Creating Classrooms Which are 'Safe' Places"; "Creating Cooperative Classrooms"; "Creating Environments Which Affirm Each Student"; and "Teaching Active Participation and Responsibility."

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $3.50

Demchak, M., Dorf, J.; & Takahashi, T. (1993). Inclusive education for students with disabilities. Minden, NV: Douglas County School District.

Descriptors: instructional strategies; teachers; students; teams; IEPs; checklists; schedules

Abstract: This manual was developed to help teachers, both general and regular education, to facilitate the inclusion of students with disabilities into the general education classroom. It is very practical, with many sample forms and checklists, scheduling matrices, lists of strategies and team roles. Although geared to the state of Nevada, the practices and strategies are, for the most part, universal.

Source:

Douglas County School District
P. O. Box 1888
Minden, NV 89423

Cost: free

Education Policy and Professional Practice. (1992). The integration of students with special needs into regular classrooms: Policies and practices that work. Washington, DC: Education Policy and Professional Practice.

Descriptors: policies; disabilities

Abstract: This publication joins the realms of practice, research, and policy as it describes successful strategies to include students with special needs in regular classrooms. It represents the thoughts of NEA teachers/leaders who have experience with inclusion. The document includes an executive summary, a review of the current situation, an analysis of options, recommendations, and a glossary. Recommendations are framed in the form of questions to guide development of state and local strategies toward effective implementation of the least restrictive environment principles. Three of the six papers included present a policy perspective on what works from points of view of state, local, parental, and teacher stakeholders. One paper includes an inclusion statement entitled "Building Blocks" drafted by the California Teachers Association Special Education Coalition. The additional three papers present a research perspective on how to create quality education programs through the use of cooperative education, curriculum-based management, peer tutoring, and effective integration approaches and techniques. The document concludes with a checklist of LRE monitoring/advocacy guidelines for state and local associations to use when evaluating implementation practices.

Source:
Education Policy and Professional Practice
National Education Association
1201 16th Street, NW
Washington, DC 20036-3290
(202) 833-4000

Cost: $5.95 for members; $15.95 for non-members

Ferguson, D. (Ed.). (1993). School development system. Eugene, OR: Specialized Training Program.

Descriptors: educational reform; disabilities; planning; collaboration

Abstract: This module is a school-wide companion to the Program and Teacher Development System intended to be used to guide the whole school community as it plans inclusionary goals. The system describes 6 qualities/values of effective schools, each with more concrete accomplishment descriptions. Also included are plans that can be used by individual teachers developing a professional development agenda as well as school-based teams planning broader improvement efforts.

Source:
Specialized Training Program
Center for Human Development
University of Oregon
Eugene, OR 97403
(503) 346-5313

Cost: $4.00

Ferguson, D. L., Ralph, G., Meyer, G., Willis, C., & Young, M. (1993). Individually tailored learning: Strategies for designing inclusive curriculum. Eugene, OR: Specialized Training Program.

Descriptors: curriculum; instructional strategies; teachers; planning; assessment; teams; IEP

Abstract: This module is a compilation of strategies compiled to help teachers design curriculum and teaching to accommodate a wide diversity of student needs. By blending innovative changes occurring in both general and special education, the authors have designed an approach to student assessment, curriculum design, and planning instruction on a daily, weekly, and annual basis that meets the needs of all students. Specifically, the design proposes 1) a process that locates decisions about curriculum and teaching with teacher teams, 2) a process that creates new roles for both "general" and "special" education teachers, and 3) a process that redesigns the Individual Education Plan. Authors introduce the concept of an Individually Tailored Education Report (ITER) and Individually Tailored Education Report Summary as ongoing working documents which can be used to ensure individualized curriculum and effective learning experiences for students with special needs.

Source:
Specialized Training Program
Center for Human Development
University of Oregon
Eugene, OR 97403
(503) 346-5313

Cost: $4.00

Ferguson, D. L., Jeanchild, L. A., Todd, A., Willis, C., Young, M., Meyer, G., & Ralph, G. (1993). Achieving balance: Strategies for teaching diverse groups of students. Eugene, OR: Specialized Training Program.

Descriptors: teachers; evaluation; instructional strategies; planning

Abstract: This module and accompanying video provide essential rules and helpful hints for organizing and teaching diverse groups of students. Strategies included in the document are divided into three sections: 1) Organizing Groups, 2) Planning Teaching Sessions, and 3) Actually Teaching! Authors include a list of questions for teachers to ask themseives in order to evaluate the effectiveness of their mixed-ability group teaching techniques.

Source:

Specialized Training Program
Center for Human Development
University of Oregon
Eugene, OR 97403
(503) 346-5313

Cost: $4.00

Field, S., LeRoy, B., & Rivera, S. (1994). Meeting functional curriculum needs in middle school general education classrooms. *Teaching Exceptional Children*, 26(2), 40-43.

Descriptors: functional curriculum; middle school; teachers; curriculum; socialization; mild disabilities; moderate disabilities; staff training/preparation; planning; collaboration

Abstract: This article describes a middle school model used to provide functional skills instruction in an inclusive setting. The model is designed to foster the educational and social needs of adolescents through a) an experientially designed academic curriculum, b) a diverse exploratory arts elective curriculum, and c) a strong support system provided by teacher-facilitated homerooms. Through the collaborative efforts of general and special education staff members, the program is focused on meeting functional curriculum goals of students with mild and moderate disabilities. The authors discuss in detail the three interrelated activities of the program that make it successful: 1) specific preparation of teachers, 2) extensive and thorough collaborative planning, and 3) strong, ongoing implementation support.

Forest, M., & Pearpoint, J. (1991). Common sense tools: MAPS and circles for inclusive education. *Journal of the National Center for Outcome Based Education,* 1(3), 27-37.

Descriptors: MAPS; socializations; Circles of Friends; community; collaboration; planning

Abstract: This article describes Maps and Circles of Friends as effective strategies used to fully include and build meaningful curriculum for students with special needs. These tools help foster cooperation and collaboration both within the school and between the school and community. They are especially help for students at risk of exclusion or rejection.

Fox, T., & Williams, W. (1991). Implementing best practices for all students in their local school: Inclusion of all students through family and community involvement, collaboration, and the use of School Planning Teams and Individual Student Planning Teams. Burlington, VT: University of Vermont, Center For Developmental Disabilities.

Descriptors: disabilities; families; planning; community; IEP; teams; collaboration; transition (secondary) ; socialization; best practices; socialization; individualized instruction; parents; checklists; curriculum

Abstract: This manual includes best practice guidelines for meeting needs of all students in their local schools, these guidelines cover such areas as school climate and structure, collaborative planning, social responsibility, curriculum planning, delivery of instructional support services, individualized instruction, transition planning, family-school collaboration, and planning for continued best practice improvement. Other chapters address parent, student, and community involvement, the school planning team process, and collaborative teaming. Necessary forms for completing both school and individual student plans are included.

Source:

University of Vermont
Center For Developmental Disabilities
Burlington, VT 05405-0160
(802) 656-4031

Cost: $10.00

Freagon, S., Keiser, N., Kincaid, M., Usilton, R. & Smith, A. (1992). Individual school district profile for planning and implementing the inclusion of students with disabilities in general education and their transition to adult living and continuing education. Springfield, IL: Illinois State Board of Education's Project CHOICES/Early CHOICES.

Descriptors: disabilities; philosophy; checklists; preschool; related services; transportation; curriculum; instructional strategies; families; staff training; outcomes; policies; funding; cooperative agreements; teamwork; personnel policies; transportation; accessibility; Americans with Disabilities Act; transition; parents; student evaluation; outcomes; early childhood

Abstract: This document attempts to organize the components of a school system that includes and welcomes students with disabilities as full learning and participating members of the school community. The profile is organized to cite educational practices, followed by a series of questions for individual school districts to ask themselves in order to plan and implement the inclusion and transition of all children and youth. Practices in early childhood education are infused with practices for school-aged youth. Authors recognize the impossibility of implementing all educational practices simultaneously. "We therefore recommend," they write, "that local school districts along with their families and any technical support individuals with whom the district may be involved set their own priorities. We value the local district's educational leaders' assessment of where the process should begin."

Areas covered by the profile include policies, funding, cooperative agreements, teamwork, related services, staff supervision, evaluation, and hiring; building accessibility; curriculum; instructional strategies; transitioning to higher grade levels and adulthood; family participation; staff development; and student evaluation and outcomes.

Source: Illinois State Board of Education's Project CHOICES
Northern Illinois University
DeKalb,IL 60115-2854

Cost: free

Friend, M., & Cook, L. (1993, November/December). Inclusion: What it takes to make it work, why it sometimes fails, and how teachers really feel about it. *Instructor*, 52-56.

Descriptors: teachers; disabilities; support systems; checklists

Abstract:

This article attempts to answer questions practitioners may have about how inclusion actually works in schools and classrooms. Teachers speak about successes and struggles, what makes inclusion work, and the type of support that is needed. Finally, a checklist for beginning an inclusion effort is found at the end of the article.

Frisbie, K. D., & Libby, J. S. (1992). All together now. Concord, NH: Chubb LifeAmerica.

Descriptors: disabilities; philosophy; socialization; teams; IEPs; curriculum; schedules; instructional strategies; legal interpretations; ethics; resources; support services; parents; case studies

Abstract: This manual combines research, strategies, proven best practices, as well as specific examples to help empower school staff to participate as team members in making the systemic change of inclusion. Topics included in the document include philosophical statements, advice on getting started, strategies for making inclusion work, historical and legal perspectives, ethical considerations, commonly asked questions, and perspectives--a child's, a parent's, and the author's--a glossary, and resources.

Source: Karen Frisbie
Three Third Ave.
Goffstown, NH 03045

Cost: please inquire

Gallucci, C., Emily Dickinson School Staff, & Silver Ridge School Staff. (1993). The MESH manual for inclusive schools. Olympia, WA: Washington State Office of Superintendent of Public Instruction.

Descriptors: elementary; disabilities; resources; teams; team development; teachers; teacher roles; curriculum; philosophy; guidelines; support systems; cooperative learning; peer tutoring; socialization; MAPS; IEP; change process; community

Abstract: The MESH manual provides guidelines for the development of inclusive schools, based upon the experiences of two elementary schools chosen to pilot the Project MESH project from 1989-1992. The manual is organized around the key concepts of an inclusive school: The Schools (current program offerings); The Change Process (a description of the building-based change process and how it evolved);Teamwork (effective teaming practices and role descriptions); A Community of Learners (strategies for building a sense of community in schools); Individual Student Planning (appropriate program planning and curriculum adaptations). Core Team meeting notes from the first year of planning Project Mesh are included.
Major lessons learned from the experience of Project Mesh included in the introduction to the manual are:

- Inclusion is a process
- The key to inclusion is COLLABORATION
- People involved with inclusion need to be creative, flexible, and willing to work together
- Special education in inclusive schools must be viewed as a support service to the general education process
- Each school will have unique plans for inclusion
- Inclusion is not finished

Source:
Washington State Office of Superintendent of Public Instruction
Special Education Services
P. O. Box 47200, Olympia
WA 98504-7200
(206) 753-0317

Cost: free

Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1993). Choosing options and accommodations for children (COACH): A guide to planning inclusive education. Baltimore: Paul Brookes Publishing Co.

Descriptors: planning; assessment; instructional strategies; families; schedules; resources

Abstract: This guidebook is designed to help practitioners with assessment and planning for inclusion. COACH (Choosing Options and Accommodations for Children) is a tool used to determine learning outcomes and supports for students with disabilities based on a family-centered and team perspective. COACH is divided into three major parts that are interdependent: 1) "Family Prioritization Interview" used to identify family-centered priorities for the student, 2) "Defining the Educational Program Components" used to develop annual goals and short-term objectives based on family-centered priorities and to determine general supports needed for the student, and 3) "Addressing Educational Program Components in Integrated Settings" used to explore options for addressing students' educational program components in general education class settings through the use of a scheduling matrix and set of team planning guidelines. The book includes resources as well as comprehensive instructions and forms to help identify the content of each student's education program and family-center priorities.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624, Baltimore
MD 21285-0624
(410) 337-9580

Cost: $29.00

Hamre-Nietupski, S., Nietupski, J.; Maurer, S. (1990). A comprehensive state education agency plan to promote the integration of students with moderate/severe handicaps. ***Journal of the Association for Persons with Severe Handicaps,*** **5(2), 106-113.**

Descriptors: change process; SEA leadership; case studies; moderate disabilities; severe disabilities; teams

Abstract: This article proposes that state education agencies (SEAs) are in a powerful position to influence local districts and, therefore, must take a proactive leadership role in promoting integration. A case study conducted with the state of Iowa is described. Activities undertaken by the SEA between 1984 and 1989 include developing a position statement on integration, developing an integration manual and two videotapes, creating an integration technical assistance team to provide district consultation, and conducting workshops focused on forming partnerships to develop quality integrated services. Data show that the number of segregated public schools has gone down from 60 in 1976 to 10 in 1989. Many more students with moderate/severe disabilities were integrated into age-appropriate regular schools after the Iowa Department of Education's integration initiative.

Heenan, J. (1994). Inclusive elementary and secondary physical education. *Journal of Physical Education, Recreation, and Dance,* 65(1), 48-50.

Descriptors: physical education; elementary; secondary; disabilities; middle school; case studies; collaboration; staff training/preparation

Abstract: This article describes a successful program in Dupage County, Illinois where students with disabilities are included in a regular physical education program. Initial concerns of teachers are discussed. The need for staff training and preparation as well as close collaboration between the adapted physical education specialist and the regular physical education teacher are stressed. Case studies of three special education students on the elementary, middle school, and secondary levels who have adapted to the inclusive program are presented.

I.N.S.T.E.P.P. Project. (1992). General strategies for making inclusion successful. Durham, NH: I.N.S.T.E.P.P. Project.

Descriptors: disabilities; philosophy; grading; related services; teachers; socialization; peer tutoring; cooperative learning; planning; collaboration; families; peers; socialization

Abstract: This document presents brief discussions inclusion educators in New Hampshire have found to be effective in addressing concerns often raised by parents, teachers, and administrators when a school begins to takes initial steps toward building an inclusive educational program. Topics discussed briefly in the document include: "Convincing People that Inclusion is the 'Way to Go'"; "Prejudice/Fear of Students with Significant Disabilities"; "Some Suggestions for Grading Students with Disabilities Who are Included in Regular Classes"; "Utilizing Related Service Professionals to Support Students in Regular Classes"; "Facilitation of Friendships/Social Relationships"; "Using Peers to Support Students with Disabilities"; "Supporting Students in Regular Classes"; "Developing Creative Ideas for How Students Can Participate in Classroom Lessons"; "Not Enough Time!"; "Planning Time and Other Issues of Collaboration"; "What's the Effect on the Other Students?"; and Empowering Families to Advocate for Inclusion of Their Children."

Source:
I.N.S.T.E.P.P. Project
Institute on Disability
University of New Hampshire
Morrill Hall
Durham, NH 03824

Cost: free

I.N.S.T.E.P.P. Project. What do people need to believe and know to include students with severe disabilities in regular classes. Durham, NH: I.N.S.T.E.P.P. Project

Descriptors:	staff training/preparation; teacher education; administrators; special education; regular education; higher education
Abstract:	This document is a compilation of beliefs, knowledge, and skills that a statewide Personnel Preparation Task Force recognized as necessary in order for fully inclusive programs to be successful. Sections of the document define roles, beliefs, and competencies for individuals in the following positions as their responsibilities relate to inclusion: parents, state agency staff, administrators, special education teachers, regular education teachers, and higher education faculty. General issues of importance to each group are also listed.
Source:	I.N.S.T.E.P.P. Project Institute on Disability University of New Hampshire Morrill Hall Durham, NH 03824
Cost:	$5.00

Inclusive Education Project: Syracuse University (1993). Creating a learning community at Fowler High School. Syracuse: Inclusive Education Project: Syracuse University.

Descriptors: instructional strategies, students; socialization; cooperative learning; community

Abstract: Drawing heavily from student ideas and responses to questions about best practices, this booklet offers suggestions for modifying instruction, assignments, and evaluations to accommodate differences; suggestions for helping students be successful and build social relationships with other students; ideas for sharing information about students with each other, and strategies which can be used to build a sense of community in the classroom.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $5.00

Inclusive Education Project; Syracuse University. (1990). Everyone's special: Inclusive education at Salem Hyde School. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors: elementary; teachers; disabilities; socialization; outcomes; families; planning

Abstract: This handbook describes how inclusion works in one elementary school setting. The authors include information related to what inclusive education means at Salem Hyde, including: 1) how working toward becoming an inclusive school is essential in order to achieve the educational outcomes they feel are critical for every child, 2) what classes at Salem Hyde look like, 3) what types of social, academic, and physical environments lead to including all students successfully, 4) the importance of a strong home-school partnership and how the school tries to achieve this, 5) how school personnel work together to meet the needs of all students, and 6) the goals of the school as they move into the future.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $2.75

Inclusive Education Project; Syracuse University. (1991). Including kids: How it happens--A handbook on inclusive education. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors:	disabilities; elementary; teachers; families; philosophy; curriculum; instructional strategies; teamwork; support systems; paraprofessionals; administrators; community; socialization
Abstract:	The purpose of this handbook is to describe inclusive education at Edward Smith Elementary School in Syracuse, NY where students with disabilities have been included in regular classrooms for more than a decade. In the preface the authors warn that the handbook is not offered as a "prescription" for the "right" way to build an inclusion program. "In fact," they write, "one of the most important things we've learned is that inclusion requires a lot of customizing, adjusting and willingness to be flexible. The needs of your community, school, staff, and students will shape your program." Different sections of the handbook describe: 1) what inclusive education means to the staff and students, 2) what inclusion looks like at Edward Smith Elementary School, including diagrams of several different inclusive classroom models used by the school, 3) building "community" within classrooms and the school as a whole, 4) ensuring success through teamwork among staff and with parents, 5) techniques for tailoring curricula to accommodate diverse needs, 6) using a problem-solving approach with challenges, 7) one teacher's transition experience from a traditional to an inclusive class, and 8) some thoughts about the future. Appendices include Guidelines for Getting Started, Guidelines for Ensuring Effective Team Meetings, Methods, Materials, and Activities that Facilitate Integration, and a Description of an Activity-Based Lesson.
Source:	Luanna H. Meyer ATTN: Special Projects Materials Special Education Programs 805 S. Crouse Avenue Syracuse University Syracuse, New York 13244-2280
Cost:	$2.75

Inclusive Education Project; Syracuse University. (1990). Levy Middle School: Learning and growing together: How students with special needs are becoming a part of the school. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors:	disabilities; philosophy; collaboration; students; teachers; extracurricular activities; socialization; instructional strategies; schedules; peers
Abstract:	The staff of Levy Middle School discusses their strategies to honor diversity and build a more inclusive school atmosphere. The document includes the school's mission statement, a profile describing the diversity of the student population, scheduling, teaching approaches and collaborative efforts, peer relationships, and extracurricular activities.
Source:	Luanna H. Meyer ATTN: Special Projects Materials Special Education Programs 805 S. Crouse Avenue Syracuse University Syracuse, New York 13244-2280
Cost:	$2.75

Inclusive Education Project; Syracuse University. (1990). Together each achieves more: Steps toward inclusive education for students with special needs at Lincoln Middle School. Syracuse: Inclusive Education Project; Syracuse University.

Descriptors: middle school; teachers; teamwork; curriculum; planning; schedules; instructional strategies; organization; vision

Abstract: This document provides a working plan for examining different features of a school's structure--staff organization, schedule of staff and students, and instructional practices--and determining how students with special needs, and their teachers, can be fully included in that structure. Each section includes a vision statement which reflects how certain aspects of the school might eventually reflect fully inclusive practices as well as a list of steps of varying sizes needed for implementation. An action plan form is included in the appendix.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $2.75

Integration/inclusion needs assessment: Providing education for everyone in Regular Schools (PEERS). Revised edition. (1992). Sacramento, CA: PEERS Project. (ED 358 634).

Descriptors: planning; assessment; least restrictive environment; policies; placement, policies; philosophy, special education; regular education; staff training/preparation; teachers; administrators; socialization; peers; curriculum; accessibility; facilities

Abstract: This needs assessment instrument was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project to integrate students with severe disabilities into regular education environments. It is intended to help local education agencies plan inclusionary programs. Part one is intended to help local education agencies evaluate their inclusion plans in the following areas: least restrictive environment policy, student placement, physical plant availability and selection, accessibility criteria, staff assignments, administrative roles/responsibilities, interagency agreements, site and staff preparation, definitions, and facilitation of peer interactions. Part two is designed to assist in identifying the history and goals of the local education agency relating to inclusion; space concerns within accessible schools; personnel role changes; site preparation needs; and parent reactions to the plan. Part three is intended for on-site review and covers environmental considerations, school climate, special education teacher integration, general education classroom environment, student integration, and the curricular and instructional model.

Janney, R., & Beers, M. (1991). The Virginia statewide systems change project: Moving from segregated to integrated special education: a systems change process for local education agencies. Richmond: Virginia Statewide Systems Change Project.

Descriptors: systems change; strategies; local education agencies; collaboration; teams; administrators; planning; checklists; teachers

Abstract: This manual is designed to serve as a guide for school systems making the change from segregated to integrated special education. The authors outline the steps of a collaborative team approach to the systems change process, strategies for effective system-wide change efforts, and school-based integration efforts. Appendices include an administrative planning and review checklist, an implementation site planning and review checklist, a sample school system mission statement, criteria for five types of integration–physical, social, academic, community, and staff, and a listing of inclusion resources.

Source:
Virginia Statewide Systems Change Project
Division of Special Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2883

Cost: free

Knight, D., & Wadsworth, D. (1993). Physically challenged students: Inclusion classrooms. *Childhood Education* , 69(4), 211-215.

Descriptors: preschool; elementary; middle school; teachers; medically fragile; physical disabilities; staff training/preparation; peers; parents; instructional strategies

Abstract: This article provides suggestions at the preschool, elementary, and middle school level for inclusion of students with physical and medical difficulties. Suggestions focus on parent involvement, peer interaction, environment and training considerations, and instructional adaptations. Emergency care plans for students with special health care needs are included.

LRE board. Rights without labels. (SpecialNet message September, 20, 1993).

Descriptors: procedural safeguards; funding

Abstract: Rights without Labels describes an approach adopted in several Pennsylvania schools to serve students with special needs without labeling them or removing them from regular education programs. Those schools using the Rights without Labels approach must make a commitment to 1) preserve the procedural rights of parents and students with disabilities, 2) maintain funding for special programs and services, and 3) enhance the flexibility of educators in meeting the needs of students. Rights without Labels does not eliminate special education or require that all students with disabilities be served in regular classrooms on a full time basis, but does increase the likelihood of serving more students with disabilities in regular classrooms. It recognizes that some students with disabilities may still need to receive services in special environments for part or all of the school day. These students are assured of those services without being required to wear a label or sacrifice opportunities for integration with their peers. Advantages of this approach are outlined and addresses given of schools which have implemented the approach.

La Grange Area Department of Special Education. (1991). A look at regular education initiatives and inclusive schools in LADSE School Districts. La Grange, IL: Author.

Descriptors:	disabilities; socialization; peer tutoring; community; cooperative learning; team teaching; teacher education; early childhood; preschool; peers; peer buddy systems; prereferral systems; teacher education; cooperative learning
Abstract:	"Our classrooms reflect what we want our society to look like," this document begins. "Increasingly, children are teaching us that they learn best in settings that appreciate them as individuals, while celebrating the diversity among them. Classrooms that incorporate these values give children the message that everyone belongs." Following this introduction of stated commitment to inclusion, the document offers an overview of district initiatives that have been undertaken to create more inclusive school environments. These initiatives include peer tutoring, peer buddy systems, increased integration in early childhood, increased attendance at neighborhood schools, expansion of pre-referral systems, teacher education, team teaching, and cooperative learning strategies.
Source:	La Grange Area Department of Special Education 1301 West Cossitt Avenue La Grange, IL 60525 (312) 354-5730
Cost:	.50 each

La Grange Area Department of Special Education. (1990). Peer-mediated learning: Kids helping kids. La Grange, IL: La Grange Area Department of Special Education.

Descriptors: peer-mediated learning; peer tutoring; cooperative learning; peer modeling; peer leadership; middle school; secondary; disabilities; socialization

Abstract: This document describes several applications of peer-mediated learning, including peer tutoring, cooperative learning, peer modeling, and peer leadership, which have been used successfully in the La Grange School District. The district has learned through experience that peer-mediated learning offers a positive way to expand the capacity of the neighborhood school to respond to differing abilities of students. The district's mission statement is also included.

Source:
La Grange Area Department of Special Education
Department of Special Education
1301 W. Cossitt Avenue
La Grange, IL 60525

Cost: .50 per copy

LEARNS, University of Maine, Center for Community Inclusion. (1992). Guidelines for inclusive schools. Orono, ME: LEARNS, University of Maine, Center for Community Inclusion.

Descriptors: policies; planning; disabilities; teams

Abstract: This set of guidelines for inclusion was developed by LEARNS (Local Education for All in Regular Neighborhood Schools), a cooperative effort of the Maine Department of Education, Division of Special Education, the University of Maine, Center fro Community Inclusion, Maine's University Affiliated Program, the College of Education, and participating schools working to promote, assist, and support the developing of inclusive schools in Maine.

The guidelines are intended for use by schools interested in the development of inclusive environments. The 23 statements included in the guidelines are divided into three areas of commitment: 1) commitment to inclusion, 2) commitment to adequately and appropriately plan for inclusive schools, and 3) commitment to provide improved educational and related services.

Source:
LEARNS
University of Maine
Center for Community Inclusion
5704 Alumni Hall
Orono, ME 04469-5703
(207) 581-1084

Cost: free

Lehr, D. H., & McDaid, P. (1993). Opening the door further: Integrating students with complex health care needs. ***Focus on Exceptional Children*****, 25(6), 1-7.**

Descriptors: medically fragile; disabilities; teams

Abstract: This article addresses the needs of a special population of students with disabilities--those with complex health care needs--who are increasingly being placed in regular education classrooms. The authors offer strategies to help educators meet the educational, social, and emotional as well as health care needs of these students in the regular education classroom. "Teamwork is the most essential aspect of including students with complex health care needs in the public school," the authors write, "and it occurs long before students ever cross the threshold of the school building. Normalization of school life for a student with special health care needs involves attention to personnel perspectives, a transdisciplinary team with a good health care plan, and an educational program that is responsive to the educational needs of the student. Careful planning and systematic training for teachers, staff, and student are valuable contributors to the normalization process.

Mark Twain Elementary School staff. (1992). Inclusive schools--program development. Federal Way, WA: Mark Twain Elementary School, Federal Way School District.

Descriptors: elementary; disabilities; planning; curriculum; parents; staff training; evaluation; bilingual; gifted; Chapter 1

Abstract: This document summarizes Mark Twain Elementary School's beginning efforts to build an inclusive school model. The paper includes a focus statement, action plan, and instructional program components. The target population for the inclusive design includes kindergarten through third grade special programs: gifted, Chapter 1, transitional bilingual, and special education.

Source:
Mark Twain Elementary School
Federal Way School District
24550 S. Starlake Road
Federal Way, WA 98003
(206) 941-0100

Cost: nominal charge

Mark Twain Elementary School staff. (1992). Working in harmony. Federal Way, WA: Mark Twain Elementary School, Federal Way School District.

Descriptors: elementary; disabilities; planning; curriculum; principals; teachers; staff training; support systems; evaluation; bilingual; gifted; Chapter 1

Abstract: This overview of the Mark Twain Inclusive School Model offers an outline of key components in the inclusive model adopted by this school to include all students in kindergarten through third grade previously served in special programs: gifted, Chapter 1, transitional bilingual, and special education. The document includes a vision of the principal, core team selection, key features of the program, benefits of inclusion, staff involvement, curriculum implementation, support systems, and evaluation.

Source:
Mark Twain Elementary School
Federal Way School District
24550 S. Starlake Road
Federal Way, WA 98003
(206) 941-0100

Cost: nominal charge

Martch, T., Craft, B., & Baird, J. (1994). A quick and easy recipe for inclusion of students with disabilities. In J. Marr, G. Sugai, & G. Tindal (Eds.) The Oregon Conference Monograph 1994, (pp. 184 - 189). Eugene, OR: Division of Learning and Instructional Leadership, Division of Special Education and Rehabilitation, College of Education, University of Oregon.

Descriptors: disabilities; extracurricular activities; transition; secondary; sports; community; athletics

Abstract: This article discusses ways the Center for Educational Partnerships at Douglas High School has worked to help students with disabilities in their vocational development, social functional development, and physical/emotional development. Each student has an individual learning plan that is a unique blend of these ingredients: a) special education assessments, b) general school curriculum, c) community job development, d) community living skills programs, e) community sports activities, and 4) community partnerships with public and private agencies. The CEP has worked to encourage students with disabilities to join existing clubs and organizations in the school and become more involved in extracurricular activities. The CEP also forged a successful partnership with the nearby Wildlife Safari, which has extended the school experience for students with disabilities into the community where proximity to animals is a natural motivator. The CEP has also made linkages with other community resources to give transitioning students real work experience.

In athletics, the Special Olympics Sports Partnership concept makes athletes with disabilities and Special Olympics team part of the existing sports teams/leagues for athletes without disabilities. All athletes train together but compete against athletes of comparable age and ability. Partners Clubs offer volunteer coaching opportunities for students to coach their disabled peers. The Unified Sports program organizes teams of equal numbers of athletes with and without disabilities of similar abilities and ages which compete against one another.

Mills, R. P. & Hull, M. E. (1992). State departments of education: Instruments of policy, instruments of change. In R. A. Villa, J. S. Thousand, W. Stainback, & S. Stainback (Eds.), Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools (pp. 245 - 266). Baltimore: Paul H. Brookes.

Descriptors: policies; disabilities; leadership; SEAs; legislation; reform; funding

Abstract: This chapter focuses on the leadership role that state education agencies can play to promote educational reform. Strategies for creating and sustaining a reform agenda are discussed. The authors then explore how Special Education Agencies can apply these reform strategies to promote inclusion among school districts in their states. Vermont is cited as an example of a state that has fostered inclusion by creating a common vision, promoting best educational practices, creating fiscal incentives, enlisting multi-agency support, and passing progressive legislation.

Source:
Paul Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $29.00

National Education Association. (1993). Integrating students with special needs: Policies and practices that work. West Haven, CT: National Education Association.

Descriptors:	disabilities; teachers; cooperative learning; philosophy instructional strategies; policies; research; peer tutoring; curriculum-based management; checklists; program evaluation
Abstract:	This publication joins the realms of practice, research, and policy as it describes successful strategies to include students with special needs in regular classrooms. It represents the thoughts of NEA teachers/leaders who have experience with inclusion. The document includes an executive summary, a review of the current situation, an analysis of options, recommendations, and a glossary. Recommendations are framed in the form of questions to guide development of state and local strategies toward effective implementation of the least restrictive environment principles. Three of the six papers included present a policy perspective on what works from points of view of state, local, parental, and teacher stakeholders. One paper includes an inclusion statement entitled "Building Blocks" drafted by the California Teachers Association Special Education Coalition. The additional three papers present a research perspective on how to create quality education programs through the use of cooperative education, curriculum-based management, peer tutoring, and effective integration approaches and techniques. The document concludes with a checklist of LRE monitoring/advocacy guidelines for state and local associations to use when evaluating implementation practices.
Source:	National Education Association P. O. Box 509 West Haven, CT 06516 (1-800-229-4200)
Cost:	$15.95

Neary, T. (1992). Curricular adaptation for inclusive classrooms. Sacramento, CA: PEERS Project. (ED 358 637).

Descriptors: disabilities; curriculum; severe disabilities; instructional strategies; assessment; planning; California

Abstract: This manual on curriculum adaptation for inclusive classrooms was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a systems change project in California to facilitate inclusion of students with severe disabilities in regular classrooms. The manual is divided into four sections which address 1) service delivery models, 2) building level support and strategies, 3) classroom-based strategies, and 4) student specific strategies.

O'Brien, J., Forest, M., Snow, J., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto: Frontier College Publications.

Descriptors:	community; families; students; disabilities; teachers; peers; administrators; principals; MAPS; socialization
Abstract:	This manual describes the steps a school must logically follow in order to build an inclusive environment for all students. By delineating each person's role and responsibility in the process, beginning with the student's family, the authors outline a process to build good working relationships and a sense of community and acceptance of disabilities within schools. Students play an integral role in the process of making inclusion work.
Source:	Frontier College Publications 35 Jackes Ave. Toronto, Ontario M4T 1E2 CANADA also available on free loan from: Southeast Kansas Education Service Center Rural Route 4 P. O. Box 176 Girard, KS 66743
Cost:	$10.00 plus $2 shipping and handling

Ottlinger, K. (1992). Collaborative teaming for inclusion-oriented schools: A resource manual. Girard, KS: Facilitating Least Restrictive Environment for Students with Deaf Blindness in School and Community Project.

Descriptors: systems change; collaboration; teams; planning; evaluation; checklists

Abstract: This resource manual focuses on the development and enhancement of student program planning teams in inclusion-oriented schools. Essential elements of systems change in inclusive schools are discussed as are best practices and qualities of effective teams. Forms and checklists to guide and evaluate teams are appended.

Source:
Facilitating Least Restrictive Environ. for Students w/ Deaf Blindness in School & Community Project
P. O. Box 189
Girard, KS 66743
(316) 724-6281

Cost: free (up to 10 copies)

Putnam, J. W. (1993). Cooperative learning and strategies for inclusion. Baltimore: Paul Brookes Publishing Co.

Descriptors:	curriculum; cultural diversity; teacher roles; support systems; cooperative learning; classroom management; preschool; early childhood; case studies
Abstract:	This book provides guidelines for using a cooperative learning approach to meet the needs of a diversity of learners in an inclusive setting, including students with disabilities. The author includes information about the process of cooperative learning as well as practical suggestions, case studies, illustrative examples, and lesson plans for implementing the process. Chapters address such issues as curricular adaptations, educator roles, early childhood development through cooperative activities, and cultural diversity.
Source:	Paul Brookes Publishing Co. P.O. Box 10624 Baltimore, MD 21285-0624 (410) 337-9580
Cost:	$20.00

Putting all kids on the MAP. (1992). ***Educational Leadership*****, 50(2), 26-31.**

Descriptors: MAPS; Circle of Friends; socialization; case studies; disabilities; teamwork

Abstract: This article discusses the MAPS process and Circle of Friends as effective teamwork approaches to foster inclusion of students with disabilities in regular classrooms. Case studies of two students who have benefited from these inclusion strategies are presented.

Research Triangle Institute. (1993). Approaches and options for integrating students with disabilities: A decision tool. Longmont, CO: Sopris West.

Descriptors: educational programs; planning; evaluation

Abstract: This book was designed to help school and district staff members to choose compatible, quality programs to serve students with disabilities in general education settings. Included are detailed descriptions of 16 educational programs, including 1) characteristics of the target population, 2) focus of the program's intervention, 3) implementation requirements, and 4) evidence of effectiveness. A planning process is provided that can be used to prepare for program review, selection, and implementation.

Source:
Sopris West
P.O. Box 1809
Longmont, CO 80502-1809
(800) 547-6747

Cost: $25.00

Sailor, W., Anderson, J., Halvorsen, A., Koering, K., Filler, J. & Goetz, L. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore: Paul H. Brookes Publishing Co.

Descriptors: preschool; elementary; middle school; transition (secondary); least restrictive environment; employment; early childhood; severe disabilities

Abstract: This book explains the comprehensive local school model that is based on the belief that no student is so severely disabled that a free, appropriate public education cannot be delivered in his/her neighborhood school. The CLS model is an attempt to provide a comprehensive and coordinated approach to educating students with severe disabilities in inclusive settings, regardless of their individual characteristics and regardless of how diverse, extensive, or costly their special service requirements are. Implementation of this model begins on the preschool level and continues into adolescence when schools help students transition into the community to work. Barriers to comprehensive local school services are listed and solutions offered.

Source:
Paul H. Brookes Publishing Co.
P. O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $33.00

Sailor, W., Gee, K., & Karasoff, P. (1993). Full inclusion and school restructuring. New York: Macmillan.

Descriptors: Comprehensive Local School; IEP; restructuring; planning; assessment; instructional strategies; schedules; socialization; community; team; collaboration; evaluation; outcomes; disabilities; case studies

Abstract: The authors of this chapter from Instruction of Students with Severe Disabilities (M. Snell, Ed.) discuss contemporary education reform and provide an analysis of the role that special education practices can play in the restructuring of schools to benefit all students. Guidelines for planning for full inclusion are listed. Key elements of full inclusion are discussed and a program design model is presented that incorporates systematic instruction of target objectives into the general education curriculum. The Comprehensive Local School model is described which employs key elements of school restructuring and fully inclusive special education services. Issues such as planning, assessment, instructional strategies, scheduling, peer networks, community involvement, team coordination, and evaluation of students programs and outcomes are discussed. A case study of a student with severe disabilities who made a successful transition from a separate classroom to an inclusive classroom is included in the text.

Source: California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847 or 338-7848

Cost: $5.00

Schaffner, C. B. & Buswell, B. E. (1991). Opening doors: Strategies for including all students in regular education. Colorado Springs: PEAK Parent Center, Inc.

Descriptors: planning; teams; socialization; curriculum; collaboration; instructional strategies; support systems; behavior disorders; serious emotional disturbance; IEP; MAPS

Abstract: This book describes strategies that educators, therapists, principals, families, and students have used to include students with disabilities in regular education classrooms. "No easy answers or quick fixes are possible," the authors warn. "Providing supports to enable students with challenges to receive a quality education is a creative, challenging process that evolves, changes and grows," they write. Topics covered in the book include team collaboration; building relationships and friendships; curriculum adaptation; focusing on student strengths; alternative teaching strategies; support systems; challenging behaviors, including serious emotional disturbance; and planning.

Source:

PEAK Parent Center, Inc.
6055 Lehman
Colorado Springs, CO 80918
(719) 531-9400

Cost: $10.00

Simon, M., Karasoff, P. & Smith, A. (1992). Effective practices for inclusive programs: A technical assistance planning guide. Sacramento, CA: PEERS Project. (ED 358 635).

Descriptors: checklists; planning; technical assistance; educational reform; program evaluation

Abstract: This technical assistance planning guide emphasizes building the capacity of states, school districts, and school sites to provide quality educational programs to students with disabilities in inclusive environments by providing a framework for developing technical assistance activities. The guide facilitates planned educational change with a focus on local ownership and provides self-assessment checklists to evaluate the effectiveness of practices implemented at the state, district, and school site levels. Suggested resources and strategies for use in planning technical assistance activities are included in each section. Checklists and planning forms are appended.

Simpson, R.L., & Myles, B.S. (1990). The general education collaboration model; A model for successful mainstreaming. ***Focus on Exceptional Children,*** **23(4), 1-10,**

Descriptors: mild disabilities; moderate disabilities; classroom modifications; assessment; teamwork; collaboration; paraprofessionals; support systems; staff training/preparation

Abstract: The General Education Collaboration Model, designed to support general educators working with exceptional children, is described. Specific classroom modifications that support inclusion are discussed, including reducing class size; availability of consultation; providing inservice programs; need for paraprofessionals; additional planning time; and support services.

South Dakota Statewide Systems Change Project. (1993). A closer look at inclusion. Pierre: South Dakota Statewide Systems Change Project.

Descriptors: checklists; instructional strategies; teams; teamwork; cooperative learning; peers; peer tutoring; cooperative games; resources; disabilities; teachers

Abstract: This primer was designed as a guide and resource to meet the needs of students. The activities and resources included are based on the premise that all persons involved in education must play their role in assuring quality educational opportunities. The document includes guiding principles, a district self-help survey to determine how closely it is successfully accomplishing full inclusion, strategies for success, tips for building and maintaining effective teams, strategies for creating inclusive classrooms, cooperative learning ideas, cooperative instructional games, and resources.

Source: South Dakota Statewide Systems Change Project
121 West Dakota
Pierre, SD 57501

Cost: free

Spessard, M. (1993). Meaningful integration of regular education, Chapter 1 and special education students in the same classroom setting. Coloma, MI: Coloma Community Schools.

Descriptors: disabilities; Chapter 1; collaboration; curriculum; evaluation; outcomes; staff training/preparation

Abstract: This paper offers an overview of the inclusive education program that has been implemented in the Coloma Community Schools during the last five years. The Creative Useful Experiential (Project CUE) instructional model is used to integrate special education and Chapter 1 students into regular classroom settings by: a) utilizing the thematic approach to make the curriculum more interesting to students, b) use of teacher collaboration to assure the needs of all children are being addressed, and c) the use of a variety of experience-based classroom activities. The author discusses the structure of the program, staff development, outcomes, evaluation, and elements required to make it work.

Source:
Mary Spessard, Supervisor
State and Federal Programs
Coloma Community Schools
Coloma, MI 49038
(616) 468-2424

Cost: free

Stainback, S. & Stainback, W. (1992). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul H. Brookes Publishing Co.

Descriptors: curriculum; support systems; extracurricular activities; evaluation; peers; assessment; students; community; disabilities; teachers; parents

Abstract: This book focuses on how the curriculum can be designed, adapted and delivered in general education classrooms to meet the diverse educational needs of students in inclusive classrooms. The emphasis is on developmental curriculum that is challenging for every student yet flexible enough to meet individual abilities, needs, and interests. The roles of teachers, support personnel, and students acting in collaboration to maximize learning are discussed. Parental and community involvement to build quality schools is emphasized.

Source:
Paul H. Brookes Publishing Co.
P. O. Box 10624
Baltimore, MD 21285-0624
(410) 337-9580

Cost: $25.00

Stainback, W., & Stainback, S. (Eds.) (1990). Support networks for inclusive schooling: Interdependent integrated education. Baltimore: Paul H. Brookes.

Descriptors: support systems; disabilities; teachers; regular education; special education; collaboration; peer tutoring; teacher assistance teams; community; administration; parents; assistive technology; team teaching

Abstract: The focus on this book is how best to provide supports to students and teachers so that the individual needs of students with disabilities are met within inclusive environments. Providing support to students in an inclusive classroom requires "sensitivity, individualization, and balance," the authors write, "to ensure that we provide only the support that is needed with the intensity, duration, and frequency that is needed" in order to empower students who have typically been disempowered in the past. The book emphasizes joining people together by facilitating them to help one another rather than developing an over reliance on outside specialists to provide needed support. Supports are discussed such as peer friendships, cooperative learning, peer tutoring, teacher and student assistance teams, professional peer collaboration, collaborative consultation, team teaching, technological supports, and supports for dealing with severe maladaptive behaviors. The authors emphasize how administrators, parents, and the community can work together to achieve supportive and caring schools.

Source:
Paul H. Brookes Publishing Co.
P. O. Box 106224
Baltimore, MD 21285-06224
(410) 337-9580

Cost: $24.00

Stainback, W., Stainback, S. , & Forest, M. (Eds.). (1989). Educating all students in the mainstream of regular education. Baltimore: Paul H. Brookes.

Descriptors: disabilities; MAPS; philosophy; socialization; instructional strategies; funding; administration; teachers; families; staff training/preparation; regular education; special education; case studies; philosophy; policies

Abstract: This book addresses approaches for merging special and regular education that are based on the premise that students cannot be truly integrated unless the teachers, resources, and systems of special and regular education are likewise integrated. The book includes an introduction and historical overview of educational integration; a rationale for merging special and regular systems of education; examples of school systems, classrooms, and families involved in inclusion; organizational considerations and strategies for enhancing quality and equality in inclusive schools; organizational steps for inclusion; beliefs and practices that promote successful inclusion; school administration and financial programs to promote inclusion; ways to facilitate inclusion through personnel preparation; educational practices that can be used to facilitate inclusion in regular education classrooms; family participation; and concerns regarding the implementation of a unified system of education. In the final chapter Stainback and Stainback express and respond to 22 issues raised concerning the merger of regular and special education. Interspersed throughout the text are "Points to Ponder"--short nuggets of wisdom or experience that compliment each chapter theme.

Source: Paul H. Brookes Publishing Co.
P. O. Box 106224
Baltimore, MD 21285-06224
(410) 337-9580

Cost: $34.00

Stainback S. B., Stainback, W. C., & Harris, K. C. (1989). Support facilitation: An emerging role for special educators. *Teacher Education and Special Education* , 12(4), 148-153.

Descriptors: teacher education; team work; collaboration; peer tutoring

Abstract: The emergence of inclusive classrooms has resulted in the creation of a need to interweave a network of varying supports into a comprehensive and coordinated system of supports to meet the needs of students with disabilities in the regular classroom. The authors discuss various supports currently used by school districts, including specialists, professional peer collaboration, teacher assistance teams, student peer collaboration, and cooperative teaching. The authors provide a rationale for and structure to the emerging role of support facilitator to organize, coordinate, and promote the variety of supports available.

Tashie, C., Shapiro-Barnard, S., Schuh, M., Jorgensen, C., Dillon, A. D., Dixon, D., & Nisbet, J. (1994). From special to regular, from ordinary to extraordinary. Durham, NH: Institute on Disability, University of New Hampshire.

Descriptors: systems change; disabilities; philosophy; curriculum; instructional strategies

Abstract: Based upon five years of experience practicing inclusion through a statewide systems change project, the authors of this document have created a book designed to "further inspire and support the efforts of professionals and families who are working to include students with disabilities into regular education classrooms." Woven throughout the six chapters are strategies for starting the process of inclusion, meeting challenges along the way, and planning for success. In New Hampshire, the authors write, "we have learned that every success begins with a commitment to an ideal, and ends with a belief that anything is possible when people work together."

Source:
Institute on Disability
University of New Hampshire
Morrill Hall
Durham, NH 03824

Cost: $5.00

Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. *Focus on Exceptional Children* , 23(3), 1-24.

Descriptors: severe disabilities; teacher education; staff training/preparation; inservice training; families; peer tutoring; assessment; curriculum; funding; legislation; support systems; leadership; collaboration; restructuring; collaboration; schedules; families; best practices; regular education; special education

Abstract: Using Vermont as an example, this article describes state, district, and school level components necessary to develop an inclusionary educational system. Support for inclusion in legislative mandates and funding formulas must occur at the state level. On the district level an organizational restructuring must take place to facilitate the transitioning of students into their home schools. Sections of the article address such topics as leadership, collaboration, restructuring, curricular and instructional adaptations, peer tutoring, assessment, family participation, scheduling, support systems, and personnel preparation necessary for inclusion to work. A list of best practices drawn from both regular and special education sources is included.

Vandercook, T. & York, J. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. *Journal of the Association of Persons with Severe Handicaps*, 14(3), 205-215.

Descriptors: socialization; MAPS; least restrictive environment; peers; elementary; secondary; severe disabilities; IEP; schedules; planning

Abstract: This article provides a detailed description of the MAPS process, including the structure used, content covered, and the underlying assumptions of the process. The MAPS process places primary emphasis on the integral involvement of learners with disabilities in inclusive environments. The seven key questions that comprise the process provide a structure that assists teams of adults and children to creatively dream, scheme, and plan for the inclusion of students with disabilities into regular school life. An example of the MAPS planning for an elementary student with severe disabilities is provided, along with suggested modifications for use with secondary aged students.

Welsert, H. & Pentre, B. (1992). Learncycle: Bridging the special education mainstream gap. Longmont, CO: Sopris West.

Descriptors: instructional strategies; disabilities; teachers

Abstract: This book assists regular and special education teachers in developing models for positive academic and social changes through the use of reinforcement-based teaching techniques. Authors present a five-step problem-solving approach (problem definition, observation, intervention, evaluation, and recycle) to assist regular classroom teachers who teach students with disabilities. For each step the manual offers observation, behavioral shaping, and troubleshooting techniques and class reinforcement activities.

Source:
Sopris West
P.O. Box 1809
Longmont, CO 80502-1809
(800) 547-6747

Cost: $11.95

West Virginia Department of Education. (1992). West Virginia's integrated education initiative. Charleston: West Virginia Department of Education.

Descriptors: philosophy; goals; planning; least restrictive environment; disabilities; funding; technical assistance; leadership; evaluation

Abstract: The West Virginia Department of Education's Integrated Education Initiative affirms the right of each student to receive equal educational opportunities; for students with disabilities this right is best achieved in the least restrictive environment. By providing leadership and technical assistance, administering funds and monitoring and enforcing laws, regulations, and policies, the Office of Special Education Programs and Assurances seeks to fulfill the rights of all students. Goals of the initiative include: 1) provide technical assistance designed to promote a unified system that fosters integration, 2) establish and maintain positive partnerships with families, communities, local schools, and legislators that support and enhance quality integration sensitive to the individual differences of all students, 3) provide comprehensive training that supports integrated education, 4) utilize student-based funding that encourages integrated education, and 5) develop and implement an accountability system to measure the outcomes of the initiative. Plans and specific activities designed to reach these goals are included in the document. A list of inclusion resources is appended.

Source: West Virginia Department of Education
Charleston, WV 25305

Cost: free

Williamson, S. (1992). Collaborative teaming for inclusion-oriented schools: An introduction and video guide. Parsons, KS: Facilitating Least Restrictive Environment for Students with Deaf Blindness in School and Community Project.

Descriptors: teamwork; collaboration; teams; parents; teachers; administrators; paraprofessionals

Abstract: This video guide describes the concept, purposes, and rationale of collaborative teams. It can be used with general educators, special educators, administrators, parents and paraprofessionals. This manual presents a wealth of suggestions for successful teams in a very readable and succinct manner.

Source: Facilitating Least Restrictive Environ. for Students w/ Deaf Blindness in School & Community Project
Kansas State Board of Education
Kansas State Education Building
120 s. E. 10th Ave.
Topeka, KS 66612-1182
(913) 296-3868

Cost: free (up to 10 copies)

Wisniewski, L., & Alper, S. (1994). Including students with severe disabilities in general education settings. ***Remedial and Special Education*, 15(1), 4-13.**

Descriptors: severe disabilities; policies; socialization; philosophy; program evaluation; community; administration; peer tutoring; assistive technology; instructional strategies

Abstract: The authors approach social change, such as inclusion, as a developmental process that occurs in carefully planned phases. They present five systematic phases intended for educational leaders to guide the change from segregated to inclusive settings for students with severe disabilities. Those phases are: 1) develop networks within the community, 2) assess school and community resources, 3) review strategies for integration, 4) install strategies that lead to integration, and 5) develop a system of feedback and renewal.

York, J., Doyle, M. B., & Kronberg, R. (1992). A curriculum development process for inclusive classrooms. *Focus on Exceptional Children*, 25(4), 1-16.

Descriptors: disabilities; curriculum; checklists; instructional strategies

Abstract: This issue of Focus on Exceptional Children highlights strategies to meet the needs of students with disabilities in regular education classrooms. Specific purposes are: 1) to provide a broad definition of inclusion as the overarching framework for the curriculum discussion that follows, 2) to discuss some ways to think about curriculum related to inclusive education, 3) to present a process of curriculum development that will assist teams in moving students with disabilities from primarily self-contained classrooms to inclusive classrooms, and 4) to provide specific curricular strategies and tools to assist in the curriculum development process for students with moderate to severe disabilities. The process is presented in four "rounds" of activity that occur in a circular fashion. Round 1 is planning the transition; round 2 is taking the plunge...determining needs in context; round 3 is envisioning a desirable future; and round 4 is bringing it together and moving forward. Several useful checklists and worksheets are included.

York, J., & Vandercook, T. (1991). Designing an integrated program for learners with severe disabilities. *Teaching Exceptional Children*, 23(2), 22-28.

Descriptors: IEPs; teams; teamwork; support systems; teachers; planning; peers; paraprofessionals

Abstract: This article presents a strategy for developing IEPs based on the assumption of age-appropriate participation in regular education classes, with special education and related services provided in regular school environments as needed. The model stresses teamwork among regular educators, special education teachers, support personnel, parents, and peers. The strategy presented here is intended to guide teams through a process that builds on learner strengths in planning for goals and objectives related to inclusionary settings. Common questions and possible solutions are presented as teams begin the process of developing an integrated IEP. A sample IEP Development Worksheet is included.

York, J., Vandercook, T. Macdonald, C. & Wolff, S. (1989). Strategies for full inclusion. Minneapolis: University of Minnesota: Institute on Community Integration.

Descriptors: severe disabilities; middle school; teams; program development; MAPS, IEPs; assessment; socialization; inclusion facilitators; change process

Abstract: Based upon the efforts and experiences of educators working in inclusive school environments in Minnesota, this document is a compilation of seven papers which present practical strategies for designing and implementing inclusive education programs for middle and secondary high school students. Issues covered by these papers include general principles for change related to inclusion and specific building based change strategies; teamwork strategies for inclusive classrooms; use of the McGill Action Planning System (MAPS) to develop a vision of inclusive education, including the role classmates can play during the planning process; using the IEP process to build an inclusive educational program; assessment, selection of objectives, and development of instructional programs for students with severe disabilities included in regular classrooms; potential value of inclusionary education beyond socialization benefits; and a discussion of the advantages and disadvantages of the use of integration facilitators in regular classrooms.

Source:
Institute on Community Integration
109 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: $15.00

York, J., Doyle, M. B., & Kronberg, R. (1992). A curriculum development process for inclusive classrooms. *Focus on Exceptional Children*, 25(4), 1-16.

Descriptors: disabilities; curriculum; checklists; instructional strategies

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Source: Institute on Community Integration
109 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: $15.00

Teacher Education/ Certification

TEACHER EDUCATION/CERTIFICATION

The importance of specialized training for paraprofessionals as well as certified teachers working in inclusive programs is underscored in the resources included in this section. Teacher education programs in Oregon, Vermont, Nevada, and Illinois are abstracted as well as a paraprofessionals certification programs in Colorado and Vermont. A unique program which combines distance education with mentoring for teachers and paraprofessionals working in rural Alaska is also described.

The inclusion movement is changing the look of teacher education/certification programs. Programs such as the Inclusive Elementary and Special Education Teacher Preparation Program at Syracuse University are including general as well as special education curricula into one program which prepares teachers for the regular education environment while providing additional training and field experience working with students with disabilities.

The movement has created new educator roles which call for additional changes in teacher education/certification programs. One example is the inclusion facilitator role, described in *Changes in Latitudes, Changes in Attitudes*. The book introduces this newly defined role as well as provides guidance to professionals who have been hired in this capacity.

Bingham, F. J. (1993). Cross-training: Faculty-sharing between general and special teacher education programs. (ED358 088).

Descriptors: disabilities; teacher education; collaboration; team teaching

Abstract: This paper first reviews some efforts that have been made to provide general educators with sufficient expertise in special education topics to meet the needs of students with disabilities in their classrooms. The author then describes two variations of team teaching, utilizing both general education and special education faculty at Valparaiso University that has been implemented in an effort to prepare teachers with increased knowledge and capability to meet the needs of students with disabilities. Although problems such as faculty work load and university support for collaborate work have to be worked out, the alternative model has been well received by both students and faculty and warrants further investigation, the author concludes.

CSPD Board. Training teachers for low incidence disabilities integration in rural Alaska. (SpecialNet message, September 20, 1992).

Descriptors: rural; teacher education; paraprofessionals; low incidence disabilities; Alaska; staff training/preparation

Abstract: This message describes a project in Alaska that provides training for teachers in rural Alaska to integrate children with low-incidence disabilities into their classrooms. Ten masters degree teachers, receiving up to six hours of graduate credit for participation, and ten aides, eligible to receive undergraduate credit, receive training in their own localities using LiveNet teleconferencing from the University of Alaska-Anchorage. In turn, these educators mentor three teachers and three aides in their region, using training materials developed by the project and the assistance off itinerant special educators. The recruitment and training strategies are expected to maximize retention by training people already living in the region and inclusion of Alaska natives.

Contact:
Peter Cowvick
Department of Special Education
University of Alaska
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1778

CSPD Board. Vermont's certificate of study program for instructional assistants. (SpecialNet message January 10, 1993).

Descriptors: teacher education; teacher certification; disabilities; paraprofessionals

Abstract: This message describes a certificate of study program for instructional assistants in Vermont. The eight-credit, competency-based certificate program is designed to accommodate participants who are employed full time as instructional assistants. Participants enroll in four credit hours of course work and practicum during fall and spring semesters. To graduate each student must have completed six one-credit courses and two-credit practicum activities. Courses are offered both on and off campus and bear such titles as "The Instructional Assistant," "Managing Behavior and Learning Environments," "Effective Instruction within Integrated Settings," Students with Significant Disabilities and Their Families," "Accommodations for Inclusion," and "Policies Affecting Students with Significant Disabilities and Their Families."

Contact:
Patricia Mueller, Instructional Assistant Program Coordinator
Center for Developmental Disabilities
499 C Waterman Building
University of Vermont
Burlington, VT 05405
(802) 656-4031

Department of Special Education, University of Nevada, Las Vegas. (1993). Nevada Transdisciplinary Inclusion Project: All of us together. Las Vegas: Department of Special Education.

Descriptors: teacher education; severe disabilities; elementary; secondary

Abstract: This brochure describes a federally funded personnel preparation program which prepares professionals to teach students with severe disabilities in inclusive classrooms. The Nevada Transdisciplinary Inclusion Project (NTIP) is designed to expand traditional graduate programs to include course work in inclusion, transdisciplinary training, and strategies for including students with severe disabilities in the regular classroom. The project targets professionals from elementary and secondary special education, educational administration, nursing, and physical therapy; approximately 19 graduate students will be enrolled in the project each year. Inclusive course titles include "Inclusion in a Multicultural Society," "Transdisciplinary Team Approaches," and "Methods and Strategies for Inclusion."

Source: Department of Special Education
University of Nevada
Las Vegas, NV

Cost: free

Full inclusion model: Personnel for moderate to severe handicaps. (1993).

Descriptors: moderate disabilities; severe disabilities; teacher education; elementary; secondary

Abstract: This message describes a graduate training program at the University of Illinois for persons interested in working with students with moderate to severe disabilities, with an emphasis in collaborative education to promote a full inclusion model. The program is competency based and field based. For three semesters, the students participate in practice which provides ongoing opportunities to apply methods and techniques discussed in university courses. During the final practicum there is a specific focus on collaborative educational programming. Additional opportunities are provided to increase collaboration with regular educators at the elementary and secondary levels.

Source:
Adele Renzaglia
Department of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0268

Giangreco, M. F. (1989). Facilitating integration of students with severe disabilities: Implications for "planned change" for teacher preparation programs. *Teacher Education and Special Education* 12(4), 139-147.

Descriptors: teacher education; severe disabilities

Abstract: The author draws upon integration experiences, as well as literature from organizational theory, to provide a framework for conceptualizing a process of change and its characteristics. Initiation, planning, implementation, administration, and advocacy, as they pertain to efforts to include students with severe disabilities in regular classrooms, are discussed. A rationale is offered for including issues regarding the change process as an integral component of teacher preparation programs, and implications are presented.

Institute on Community Integration, University of Minnesota. (1993). Creating Inclusive School Communities . . . a learning series for people working together for educational change. Minneapolis: Institute on Community Integration, University of Minnesota.

Descriptors: staff training/preparation; disabilities; change process; curriculum; community; collaboration; teams; planning

Abstract: These four modules were developed to facilitate a process for adults who work together in schools to learn and plan together for educational change. Each module contains a facilitator guide with topical introduction, facilitation notes, handouts, a participant's guide, and transparency copies. Module 1, entitled "A shared agenda for general and special educators," provides the foundation of understanding inclusion and its importance. The remaining modules are entitled: "Curriculum as everything students learn in school" (Module 2), "Classmates learning to be members of caring communities" (Module 3), and "Adults working and learning together on collaborative teams" (Module 4).

Source:
University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: Module 1: $10; Module 2: $20; Module 3: $10 Module 4: $15

LRE Board. Core curriculum and training program for paraeducators. (SpecialNet message, October 22, 1993).

Descriptors: curriculum; disabilities

Abstract: This competency-based curriculum is designed to prepare paraprofessionals to work with students who have disabilities placed in regular education classrooms. The content of the training program stresses specific skills paraprofessionals need to have to work with students with varying levels of disabilities and educational needs. Goals of the program include preparing paraprofessionals to understand the value of inclusive education for students with disabilities and assist students with disabilities to built self esteem and interpersonal skills. The seven modules included in the set are: 1) strengthening the instructional team, 2) legal and human rights of children and youth with disabilities and their parents, 3) human growth and development , 4) components of the instructional process, 5) appreciating diversity, 6) working with families, and 7) emergency health/safety procedures

Meyer, L., Mager, G., & Sarno, M. (1993). Inclusive elementary and special education teacher preparation program. Syracuse, NY: Syracuse University Divison for the Study of Teaching and Vision of Special Education and Rehabilitation, School of Education

Descriptors: teacher education; elementary; regular education; curriculum; teacher certification

Abstract: This document offers an overview of the Inclusive Elementary and Special Education Teacher Preparation Program which incorporates a general education and special education curriculum. The program incorporates required components of basic skills; liberal arts clusters in the humanities, social sciences, and natural sciences; a professional education core leading to dual certification in elementary (K-6) and special (K-12) education; and a specialization concentration in a chosen field of study in the liberal arts. The program includes extensive field experiences, beginning with lower division course work in school and community settings during the sophomore year, and meets all state and professional accreditation requirements.

Source:
Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $5.00

The NRC for Paraprofessionals. (1993). Training program to prepare paraeducators to work in inclusive general and special education programs serving school age students. New York: The NRC for Paraprofessionals, CASE/CUNY.

Descriptors: paraprofessionals; staff preparation/training; legal rights; curriculum; families

Abstract: This competency based core curriculum is designed to prepare para-educators to work with students with disabilities in inclusive programs. The curriculum includes seven modules: 1) strengthening the instructional team, 2) legal and human rights of children and youth with disabilities and their parents, 3) human growth and development, 4) components of the instructional process, 5) appreciating diversity, 6) working with families, and 7) emergency/health/safety procedures. Content of the program stresses specific skills paraprofessionals need to work with students of assorted ages who have varying levels of disabilities and different education needs.

Source:
The NRC for Paraprofessionals, CASE/CUNY
Room 620
25 West 43rd Street
New York, NY 10036

Cost: $25.00

Servatius, J. D., Fellows, M., & Kelly, D. (1992). Preparing leaders for inclusive schools. Baltimore: Paul H. Brookes.

Descriptors: training; teachers; administrators; disabilities; teams; community

Abstract: This reprinted chapter from Restructuring for Caring and Effective Education recommends changes at both the preservice and inservice levels to prepare school leaders in inclusive environment. The authors describe six content themes for programs to prepare administrators of inclusive schools, supported by six processes that complement those themes. Additionally, the authors describe a two-day inservice training program developed by the California Research Institute entitled Schools Are For All Kids (SAFAK). The program addresses such themes as creating a vision, effective instruction, promoting student and staff self-direction, and building a community of leaders prepared to deal with change as well as practical issues teams face when implementing inclusion policies at school sites.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847 or 338-7848

Cost: $5.00

Specialized Training Program, University of Oregon. (1993). Supportive school and community education program. Eugene: Specialized Training Program, University of Oregon.

Descriptors: teacher education; severe disabilities; teacher certification; teachers; low incidence disabilities; reform; restructuring

Abstract:

This brochure describes a preservice program at the University of Oregon which prepares teachers to support the educational growth and community participation of children, youth, and adults with low-incidence and severe disabilities.

Part-time as well as full time options in the program can lead to teaching endorsements as well as master's degrees. According to the brochure, the program: 1) prepares personnel to meet the requirements of the Oregon Severely Handicapped Learner Endorsement at the post baccalaureate level, 2) creates opportunities for professionals already teaching to easily increase their capacity to teach students with low incidence and severe developmental disabilities, 3) expands and integrates the technical content required for teachers of students with low-incidence and severe developmental disabilities so it is more compatible with, and better informed by, general education, and 4) provides filed experiences for students in schools in Oregon participating in comprehensive reform and restructuring of both general and special education.

Source:

Specialized Training Program
University of Oregon
Center on Human Development
University of Oregon
Eugene, OR 97403
(503) 346-2491

Cost: free

Stuska, S. (1993). Unsung heroes: Paraprofessionals facilitating inclusion. *TASH Newsletter*, 19 (5), 5.

Descriptors: paraprofessionals; elementary; teacher education

Abstract: This article describes a teacher education program at Front Range Community College whereby paraprofessionals can earn a one-year Paraprofessional Certificate by completing 30 credits. The Colorado Department of Education offers scholarships to students earning these certificates. Included in the paraprofessional training curriculum are courses specifically designed to train paraprofessionals to work in inclusive classroom settings. The college also operates a lab school that serves young children with and without disabilities in an inclusive setting.

Tashie, C., Shapiro-Barnard, S., Dillon, A. D., Schuh, M., Jorgensen, D., & Nisbet, J. (1993). Changes in latitudes, changes in attitudes: The role of the inclusion facilitator. Concord, NH: Institute on Disability/University Affiliated Program, University of New Hampshire.

Descriptors: inclusion facilitators; teacher education; families; socialization; peer support; curriculum; IEPs; checklists; support systems

Abstract: This book is intended to introduce the newly defined role of "inclusion facilitator" and to provide guidance to educators serving as inclusion facilitators, a new professional role created by the inclusion movement. New Hampshire has created an Inclusion Facilitators Support Network which acts as a forum for inclusion facilitators to meet, share ideas and strategies, and discuss the latest innovations in inclusive education. Vignettes of school experiences are interspersed with practical strategies inclusion facilitators can use to advocate for inclusion, facilitate family involvement, facilitate peer supports and friendships, modify curriculum, encourage collaboration, and coordinate support services. Appendices include an inclusion checklist and a vision of an IEP meeting that stresses meaningful goals within the context of a regular education and parents leave with a positive feeling.

Source:
Office for Training and Educational Innovations
The Institute on Disability/University Affiliated Program
University of New Hampshire
The Concord Center-Bos 14
10 Ferry Street
Concord, NH 03301
(603) 228-2084

Cost: $5.00

Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. *Focus on Exceptional Children* 23(3), 1-24.

Descriptors: staff training/preparation; inservice training; teacher education; severe disabilities

Abstract: One section of this article (pp. 15 - 20) addresses personnel issues related to inclusion. The authors discuss potential roles and responsibilities of school-based employment specialists and integration /support facilitators that have been created as a result of the inclusion movement. Roles of instructional assistants working with students with severe disabilities are also discussed. Additionally, the authors make recommended changes in teacher preparation programs and recommend an inservice training agenda for school district personnel.

Videos

VIDEOS

The benefits of inclusion speak for themselves in the video images captured by camera that are abstracted in this section. Peter ("Educating Peter") undergoes a major transformation from being aggressive and out of control to being accepted by his third-grade peers as a good buddy. Sarah ("All Kids Belong: Sarah's Story") takes her first steps and has a circle of friends for support in her regular second grade classroom. Andreas ("Andreas: Outcomes of inclusion") holds a part-time job as a veterinarian's assistant and is accepted by his high school classmates and teachers.

In these videos educators, family members, peers, and disabled individuals themselves describe their experiences with inclusion in these videos. Although the values of inclusion are invariably stressed, the fears, concerns, and challenges of integrating students with disabilities in regular classrooms are also realistically discussed by those who have experienced inclusion firsthand. Those videos not previewed by WRRC staff have been denoted.

Buehler, B. A. & Evans, J. H. (1993). **Inclusion of children and youth with Attention Deficit Disorder** **[Videotape].**

Descriptors: Attention Deficit Disorder; families; instructional strategies; behavior management; staff training/preparation

Abstract: Suitable for staff development and teacher training programs, this video focuses on the causes, diagnosis and treatments of Attention Deficit Disorders, as well as home-based and school interventions. Among the topics covered are genetic and psycho-social influences, family counseling, home and classroom behavior management, and teacher training.

Source: Professional Development Committee, CASE
George Holt, Chair
78 East Tenth Street, #3401
St. Paul, MN; 55101-5521
Credit card phone orders: 612-292-0893
Also available from
National Professional Resources, Inc.
25 South Regent Street
Port Chester, NY 10573
(800) 453-7461

Cost: $99.00 plus $4.00 for shipping and handling

California Research Institute. (1992). Integrated play groups [Videotape].

Descriptors: preschool; socialization; disabilities; play; peers; early childhood

Abstract: This video describes the purpose of Integrated Play Groups-- to provide children who have difficulty playing in both social and symbolic ways opportunities to learn and play with socially competent peers in supported play programs. This videotape includes the following components: (1) Phase III - Assessment, (2) Phase IV - Intervention, and (3) Phase V - Evaluations. It is meant to accompany the Integrated Play Groups Resource Manual, by P. Wolfberg & A. Schuler.

Source: California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847

Cost: $25.00 ($35.00 including manual)

California Research Institute. (1990). ***Leadership strategies to support full integration*** **[Videotape].**

Descriptors: elementary; middle school; secondary; principals; disabilities; philosophy; training; teachers; parents; curriculum; schedules

Abstract: Elementary and secondary principals describe the leadership role the school principal should play to ensure support for a successful full integration program in this video. These principals reflect upon their personal experiences in leading their staff toward building an inclusive school environment. They discuss concerns such as planning, philosophy, importance of staff commitment, inservice training for staff members, scheduling, curricular changes, and parent support.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847

Cost: $25.00

California Research Institute. (1991). __Paradise valley: Transdisciplinary integrated related services__ **[Videotape].**

Descriptors: teams; disabilities; related services; parents; teachers

Abstract: This video describes the the Paradise Valley Transdisciplinary Integrated Related Services Model, which focuses on the teaming process, fears of parents and staff, overcoming barriers, and the benefits for staff and students involved.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847

Cost: $25.00

California Research Institute. (1989). **Perspectives from principals on full integration [Videotape].**

Descriptors: elementary; middle school; secondary; principals; disabilities

Abstract: This video features interviews with five principals (elementary, middle school and high school) from New York, Iowa, and Colorado, regarding their efforts to fully integrate all students with disabilities into their schools and into regular classrooms. They briefly describe their programs and some of the strategies they use to ensure effective integration. In the final section the principals discuss the benefits derived for staff and students from the integration programs.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847

Cost: $25.00

California Research Institute. (1990). Schools are for all kids: Perspectives from principals on full integration [Videoptape].

Descriptors: principals; disabilities; elementary; middle school; collaboration; teams; curriculum; peer tutoring; schedules

Abstract: In this video elementary and middle school principals discuss the value of inclusion their staff and students have experienced as a result of including students with disabilities into regular classrooms. Principals describe their definition of full integration, curricular adaptations, scheduling, peer assistance, collaborative teaming, and benefits of inclusion.

Source:
California Research Institute
14 Tapia Drive
San Francisco, CA 94132
(415) 338-7847
also available on loan from
Southeast Kansas Education Service Center
Rural Route 4, Box 176
Girard, KS 66743
(316) 724-6285

Cost: $25.00

CASE Research Committee, Indiana University. (1993). Facing inclusion together through collaboration and co-teaching [Videotape].

Descriptors: collaboration; team teaching; disabilities; teachers; administrators; students; parents

Abstract: This video is the second of a set including The Two Faces of Inclusion: The Concept and the Practice in which students, teachers, administrators, and university professors discuss how they have change their practice to implement inclusion through collaboration and co-teaching. This video discusses how collaboration and co-teaching works to serve all students more effectively. Typical teachers and administrators describe how their work has change as a result of collaboration while students discuss how collaboration has made a difference to them.

Source:
CASE Research Committee
Indiana University
1805 East 10th Street, Suite 100A
Bloomington, IN 47405
(812) 855-5090

Cost: $142.00 ($255.00 if purchased as a set with The Two Faces of Inclusion: The Concept and the Practice; $99.00 each or $179.00 for both if TASH members)

CASE Research Committee, Indiana University. (1993). The two faces of inclusion: The concept and the practice [Videotape].

Descriptors: students; teachers; parents; administrators; fudning; community; least restrictive environment; outcomes

Abstract: This video is the first of a set including Facing Inclusion Together Through Collaboration and Co-Teaching in which students, teachers, parents, administrators, and university professors discuss how they define and interpret the concept of inclusion. Teachers and scholars describe how inclusion benefits all students, and students and parents describe how inclusion has made a different in their views of themselves and their school programs. The video addresses eight main points:

- The definition and meaning of inclusion
- The characteristics of an inclusive school culture
- Contrasting inclusion with mainstreaming, least restrictive environment and the continuum of services
- Environment and the continuum of services
- The heart of the inclusion debate
- Fears and barriers to starting an inclusion program
- Making inclusion work
- Community integration and outcomes
- Benefits and costs

Source:
CASE Research Committee
Indiana University
1805 East 10th Street, Suite 100A
Bloomington, IN 47405
(812) 855-5090

Cost: $142.00 ($255.00 if purchased as a set with Facing Inclusion Together Through Collaboration and Co-Teaching; $99.00 each or $179.00 for both if TASH members)

Des Moines Public Schools. (1992). Kids are kids: Integrating students with special needs [Videotape].

Descriptors:	teachers; principals; administrators; disabilities; cooperative teaching; socialization; elementary; physical disabilities; Down Syndrome; instructional strategies; teams
Abstract:	A variety of Iowa teachers, parents, administrators, and students talk about their experiences with inclusion and the positive benefits for students with disabilities in this video. Elementary-aged disabled students are shown in inclusive settings learning with their peers in regular classroom settings.
Source:	Board and Community Relations Des Moines Public Schools 1800 Grand Ave. Des Moines, IA 50309
Cost:	$15.00

Early Integration Training Project. (1991). Together we're better [Videotape].

Descriptors: early childhood; preschool; disabilities; socialization; peer models

Abstract: This video tells the story of Trevor, a young child with a disability, who is being integrated within a regular preschool program. Examples of students being mainstreamed in public and private preschools, daycare programs, and kindergarten are provided. The video points out that all children need friends, and those with disabilities need to be associated with a variety of children who can serve as models in everyday learning situations.

Source:
National Clearinghouse of Rehabilitation Training Materials
816 West 6th St.
Oklahoma State University
Stillwater, OK 74078-0435
(405) 624-7650 or (800) 223-5219

Cost: $10.00

Forest, M., & Flynn, D. J. (Producers). (1989). With a little help from my friends **[Videotape].**

Descriptors: disabilities; socialization; MAPS; peers; middle school; secondary; teachers; principals; parents; planning

Abstract: This three-part video is a discussion of students and staff members working together to create schools where all students belong and learn together. In Part One, "The Vision," Marsha Forest facilitates a discussion by junior high students in Ontario about the learning and growth which has occurred because a student with disabilities has joined their class. In Part Two, "Let's Talk," principals and teachers talk about their experiences and expectations after working to build an inclusive school community. They share concerns and outcomes, both positive and challenging, that have resulted from their experience. In Part Three, "May's MAP," Dr. Patrick Mackan discusses the MAPS process as a planning strategy to meet individual student needs in the context of regular classroom settings. Interspersed throughout the video are images of disabled students in regular education activities. Interviews with Judith Snow help viewers relate what is happening in inclusive schools to society as a whole. A short introduction at the beginning of the video offers an overview of disabilities throughout the past century of American history and our attitudes toward them.

Source:
Centre for Integrated Education and Community Expectations Unlimited
P. O. Box 655
Niwot, CO 80544
(303) 652-2727

Cost: $55.00 plus $3.00 shipping and handling

Godwin, T., & Wurzburg, G. (Producers). (1988). Regular lives [Videotape].

Descriptors: disabilities; community; employment; parents; peers; teachers; principals; physical disabilities

Abstract: This is a classic documentary focusing on individuals with mental and physical disabilities who are successfully integrated in typical school, work, and living environments. A variety of perspectives are included: parents, peers, special educators, regular educators, employers, a principal, and individuals with disabilities themselves. A discussion guide is also available.

Source:
Council for Exceptional Children
1920 Association Drive
Attn: Accounting
Reston, VA 22091-1589
(703) 620-3660

Cost: $60.00 plus shipping and handling

Gould, R. (1993). One of us [Videotape]. West Hartford: Hilltop Productions.

Descriptors: cerebral palsy; multiple disabilities; visually impaired; hypotonia; Down Syndrome

Abstract: This video features four people with varying disabilities, ranging from elementary-aged to adult, who have been included in school and community settings. Educators and family members as well as some of the individuals with disabilities themselves talk about the impact of inclusion.

Source:
Hilltop Productions, Inc.
65 Claredon Ave.
West Hartford, CT 06110
(203) 278-5310 or (203) 236-0539

Cost: contact company

Home Box Office. (1992). Educating Peter. [Videotape]. New York: Home Box Office.

Descriptors: disabilities; Down Syndrome; socialization; elementary; students; teachers; parents

Abstract: This video, which won the 1992 Academy Award for Best Documentary Short Subject, chronicles the experiences of a third grade classroom in Virginia when a student with Down Syndrome is placed in the classroom for the first time. The video documents the progress that Peter makes during the year, from the first harrowing week through the nine-month school year to the graduation ceremony and parting with friends at the beginning of summer vacation. The video portrays the challenges Peter's teacher and classmates face, especially during the beginning weeks of the school year, and the understanding and acceptance his peers come to realize in their relationship with him as he adapts to the regular classroom environment.

Source:
National Professional Resources, Inc.
25 South Regent Street
Port Chester
NY 10573; (800) 453-7461
also available from
Ambrose Video Publishing
1290 Avenue of the Americas
Suite 2245
New York, NY 10104

Cost: $69.95 plus $5 shipping and handling

Kansas State Department of Education. (1991). Collaborative teaming for inclusion-oriented schools [Videotape].

Descriptors:	collaboration; team development; teams; teachers; philosophy; disabilities
Abstract:	This video offers a rationale for collaborative teaming to meet the needs of student with disabilities who have been placed in regular education classrooms. Characteristics and elements of collaborative teams are discussed as well as demonstrated by teachers who have successfully collaborated in an effort to meet the needs of disabled students placed in inclusive settings. The value of collaborative teams as a source of shared ideas and problem solving among educators is emphasized. Students with disabilities are shown in inclusive settings.
Source:	SMD/DB Library Southeast Kansas Education Service Center P.O. Box 189 Girard, KS 66743 (316) 724-6281
Cost:	free rental; may be copied

Kansas State Department of Education. **Effects of full integration: An interview with two teachers** **[Videotape].**

Descriptors: disabilities; socialization; teachers; teamwork

Abstract: A general and special education teacher discuss the inclusion of several students with disabilities in regular education classes in a Wichita, KS elementary school in this video. The impact of inclusion of students with and without disabilities is discussed; inclusive classrooms are shown to illustrate points made by the teachers interviewed.

Source:
Kansas State Department of Education
120 E. 10th
Topeka, KS 66612
(913) 296-3867

Cost:
Available on loan from
Southeast Kansas Education Service Center
Rural Route 4, Box 176
Girard, KS 66743
(316) 724-6285

LRP Publications. (1993). Least restrictive environment [Videotape].

Descriptors: least restrictive environment; disabilities; court cases

Abstract: This video is the fifth in a series of special education videotapes offered by LRP. It provides a general discussion and analysis of the mandate of PL 94-142 to educate students with disabilities to the maximum extent possible in regular classroom settings and analyzes the standards created by the courts to be used to determine the least restrictive placement for individual students.

Source:
LRP Publications
Dept. 430
747 Dresher Road
P. O. Box 980
Horsham, PA 19044-0980
(800) 341-7874, ext. 275

Cost: $170

Minnesota Department of Education. (1991). LRE: A policy of inclusion. [Videotape].

Descriptors: disabilities; preschool; hearing impaired; medically fragile; early childhood

Abstract: The values of inclusion for preschool children are enumerated in this video by teachers, administrators, and parents. Various children with disabilities are shown in inclusive preschool settings in Minnesota, including a child with a hearing impairment and a medically fragile child.

Source:
Loraine Jensen
Region VI Early Childhood Coordinator
West Central ECSU
1001 East Mount Faith
Fergus Falls, MN 565337
(218) 739-3273

Cost: $20.00

Multnomah Education Service District. (1992). All kids belong: Sarah's story [Videotape].

Descriptors:	severe disabilities; cerebral palsy; elementary; socialization; parents; circle of friends; peers; teams; principals
Abstract:	This is a documentary of one student's experience as she moved from a segregated educational environment to her home school during first and second grade. Although Sarah has cerebral palsy and mental retardation considered severe, she is able to make progress and actually begins to walk for the first time in a regular education environment. A circle of friends program assures that she has a support system of friends. A team of general educators, Sarah's parents, a consultant, and the principal provide insight into the inclusion process and Sarah's experiences as a first and second grader in an inclusive setting.
Source:	Multnomah Education Service District 11611 N. E. Ainsworth Circle Portland, OR 97220 (503) 257-1673
Cost:	$25.00 plus $5.00 shipping and handling

National Council on Family Relations. In the middle [Videotape].

Descriptors: early childhood; preschool; physical disabilities; spina bifida

Abstract: This video focuses on the experiences of a child with spina bifida who attends a regular preschool program. The video documents the ways the staff and other children adapt their program to help Ryanna fit it comfortably.

Source:
Fanlight Productions
47 Halifax St.
Boston, MA 02130;
(800) 937-4113

Cost: $145.00

New York Partnership for Statewide Systems Change Project, New York State Education Department. (1992). Three stories of inclusion [Videotape].

Descriptors: elementary; secondary; moderate disabilities; severe disabilities; rural; parents; teachers; administrators; systems change

Abstract: This video presents the inclusive classroom experiences of three students with moderate to severe disabilities. Students range from kindergarten to secondary ages in rural and urban school systems. Student-centered planning teams engage in problem solving for each student. Parents, teachers, and administrators reflect on the systems change issues surrounding inclusive schooling.

Source:

Luanna H. Meyer
ATTN: Special Projects Materials
Special Education Programs
805 S. Crouse Avenue
Syracuse University
Syracuse, New York 13244-2280

Cost: $25.00

People First Association of Lethbridge, Alberta. (1993). Kids belong together [Videotape].

Descriptors: socialization; visually impaired; physical disabilities; Down Syndrome; disabilities; philosophy; elementary; middle school; parents; administrators; teachers; peers; community; circle of friends

Abstract: In this colorful, upbeat video that mingles images, words, and music, children are compared to kaleidoscopes who form different patterns with their distinctive talents, sizes, shapes, and personalities. Children with varied disabilities, including Down Syndrome and blindness, are shown working and interacting with their peers in a variety of school and community settings. Circles of friends offer support to students with disabilities in elementary and middle school settings. Dr. Patrick Mackan speaks to the philosophy and concepts of inclusion while students, parents, teachers, and administrators interviewed discuss the practical implications of inclusionary practice.

Source:
Inclusion Press
24 Thome Crescent
Toronto, Ontario, Canada

Cost: $55 plus $5 shipping

Project Choices, Illinois State Board of Education. (1991). Choices [Videotape].

Descriptors: disabilities; preschool; socialization; elementary; transition; families; teachers; administrators; early childhood

Abstract: This video profiles four individuals of different ages and disabilities who have been placed in inclusive education classrooms and included in community activities. Teachers, students, administrators, and family members interviewed discuss the value of inclusion for these students.

Source:
Comforty Mediaconcepts
2145 Pioneer Road
Evanston, IL 60201
(708) 475-0791

Cost: $40, including shipping and handling

Project Choices, Illinois State Board of Education. (1993). Families, friends, futures [Videotape].

Descriptors: socialization; middle school; preschool; cerebral palsy; Down Syndrome; philosophy; disabilities; families; teachers; early childhood; community; teamwork; peers

Abstract: This video focuses on two individuals with disabilities who have been placed in inclusive middle school and preschool settings, as well as integrated into community activities. Family members, teachers, and friends discuss the positive impact that inclusion has had on these individuals as well as their normal peers.

Source:
Comforty Mediaconcepts
2145 Pioneer Road
Evanston, IL 60201
(708) 475-0791

Cost: $60 plus $6 shipping

Project Choices: Illinois State Board of Education. (1991). Inclusion: Issues for educators [Videotape].

Descriptors: strategies; teams; support systems; philosophy; disabilities; teachers; administrators

Abstract: This video addresses concerns about inclusive education as expressed by teachers and administrators in Illinois who experienced having students with disabilities in their classroom for the first time. The video deals openly with these educators' fears about inclusion, the realities of implementation, strategies for effective inclusive education, and the necessity for teamwork and support systems. The benefits of inclusion to all students who develop a sense of community by helping, supporting, and appreciating their classmates are shared.

Source:
Comforty Mediaconcepts
2145 Pioneer Road
Evanston, IL 60201
(708) 475-0791

Cost: $50, including shipping and handling

Reynolds School District. (1993). **Supported education: Inclusive education K-12 [Videotape].**

Descriptors: parents; teachers; students; principals; disabilities; elementary; middle school; secondary; strategies

Abstract: Parents, teachers, students, and principals share their experiences and discoveries as several schools in the Portland, OR area begin to build inclusive classroom environments. The video highlights strategies that have been beneficial to students both with and without disabilities.

Source: Reynolds School District; c/o Kathleen Wilgus; 1204 N. E. 201st Ave., Portland, OR 97060; (503) 661-7200

Cost: $30.00

Teaching Research Division, Western Oregon State College. (1992). Supporting children with disabilities in early childhood programs [Videotape].

Descriptors: preschool; disabilities; data management; parents; teachers; administrators; early childhood; assessment

Abstract: This video shows preschool children with disabilities interacting in a learning environment with their normally developing peers. Teachers teach, assess, and record individual skills of children while they are engaged in the play process. Parents, teachers, and administrators evaluate the value of early inclusion for all children.

Source:
Teaching Research Publications,
Western Oregon State College
345 N. Monmouth Ave.,
Monmouth, OR 97361
(503) 838-8391

Cost: $25.00, no shipping/handling charge if prepaid; otherwise, $2.00 shipping/handling charge

University of Kansas. **A circle of inclusion.** **[Videotape].**

Descriptors: preschool; disabilities; administrators; teachers; parents; early childhood

Abstract: This video focuses on the successful inclusion of three preschool children in a Montessori early education/child care program in Kansas. The perspectives of special education early educators, administrators, parents, and children are shared and participants' concerns and experiences during transition into this inclusive program are discussed.

Source:
Learner Managed Designs, Inc.,
2201 K West 25th St.
Lawrence, KS 66047
(913) 842-9088

Cost: $99.00

University of Vermont: Center For Developmental Disabilities. (1991). Andreas: Outcomes of inclusion [Videotape].

Descriptors: severe disabilities; secondary; employment; parents; teachers; principals; paraprofessionals

Abstract: This video focuses on the positive outcomes of inclusion for a student with severe disabilities who attends regular high school classes. The video includes footage of Andreas at school, as well as in his job at a veterinarian's office. Comments by his mother, classmates, teachers, paraprofessional aide, principal, and employer are included.

Source:
University of Vermont
Center For Developmental Disabilities
Burlington, VT 05405-0160
(802) 656-4031

Cost: $20.00, including shipping

Miscellaneous

MISCELLANEOUS

The resources included in this section--a directory of parents and professionals interested in forming an inclusion network in Oregon, an annual bibliography of inclusion resources, a review of several inclusion books and journal articles, and a briefing packet published by a teachers union--are in a class by themselves because their content does not fit into other categorical areas and/or their content cuts across more than one categorical area.

American Federation of Teachers. (1993). Special education and inclusion. Washington, DC: American Federation of Teachers.

Descriptors: legislation; policies; legislation; funding; transition (secondary)

Abstract: This briefing packet is one of a series published by the American Federation of Teachers that address current educational issues. The packet is a compilation of articles, reports, and excerpts divided into six sections: 1) Overview--a brief history of special education and an introduction to key concepts and the range of disabilities addressed by federal legislation, 2) Inclusion--a discussion of the rationale for inclusion and the challenges that inclusion presents, 3) Meeting the Challenges--resources and planning models that can be used to develop sound, successful inclusion programs, 4) Standards and the School-to-Work Transition--a discussion of the implications for special education students of current efforts to develop national education standards and a system for preparing non-college bound students for successful careers, 5) Financing Special Education--the implications of inclusion for the significant amounts of federal, state, and local dollars that go to special education, and 6) Special Education Law--summaries of statute and case law records developed since the passage of PL 94-142

Source:
American Federation of Teachers
Educational Issues Department
555 New Jersey Ave.
NW, Washington, DC 20001

Cost: $10.00

National Association of State Directors of Special Education. (1993). The impact of inclusive school system initiatives on the education of students with disabilities. Washington, DC: National Association of State Directors of Special Education.

Descriptors: policies; disabilities; reform; funding; instructional strategies; regular education; special education; staff training/preparation; student rights; outcomes; administrators

Abstract: This document presents outcomes drafted during a two day meeting of a variety of education experts convened in July, 1992 to identify and discuss the complex ramifications of inclusive school proposals on the management, administration, delivery, and effectiveness of education programs and services for students with disabilities and to help initiate the development of a national action plan to address the issues. Four challenges identified by forum participants as critical to the realization of reform to improve educational outcomes for all students were: 1) realignment of special education and regular education orientations and philosophies to embrace the diversity of student abilities, backgrounds, and needs, 2) funding structures that allow for the flexible utilization of resources to meet individual student needs, 3) examination of regulatory impediments to innovation without losing sight of the need to protect the educational rights of vulnerable individuals, and 4) implementation of effective instructional strategies and new approaches to pre and inservice personnel preparation and deployment.

Source:
National Association of State Directors of Special Education
1800 Diagonal Road
Suite 320
King Street Station 1
Alexandria, VA 22314
(703) 519-3800

Cost: free

Oregon Parents for Integrated Education. (1993). *Jumping over the moon isn't just for cows anymore*. Portland, OR: O/PIE.

Descriptors: directory; disabilities; parents; resources; curriculum; teachers; administrators; case studies

Abstract: Compiled by the Oregon Parents for Integrated Education, this directory includes names of parents and professionals who have become part of a growing inclusion network in the state of Oregon. The purpose of the directory is to "help lessen the great sense of isolation many of us feel when we attempt to make the philosophy of inclusion an actual reality for the kids we care about." The benefit of the directory, according to the authors, is that it cuts through the isolating aspects of confidentiality and encourages people to reach out, exchange ideas, and provide support to one another." The case study of an elementary student who has experienced segregated as well as inclusionary educational experiences is included, as written by her mother. Parents and professionals contributing to the directory relate brief experiences of students with disabilities who are now included in regular education settings. A list of resources and organizations supporting inclusion is also included.

Source:
O/PIE
2612 N. E. Skidmore
Portland, OR 97211
(503) 281-6121

Cost: free

Schrag, J., & Burnette, J. (1994). Inclusive schools. *Teaching Exceptional Children*, 26(3), 64-68.

Descriptors: change process; resources; curriculum; planning; classroom management; educational reform; assessment; collaboration; teachers; site-based management; accountability

Abstract: This article reviews five books and journal articles that focus on different aspects of inclusion, including curriculum, classroom management, educational reform, assessment, and cooperative teaching. The authors define inclusion and offer several cautions for those undertaking a change process toward inclusion.

Vandercook, T., Wolff, S., Flower, D., & Doyle, M. B. (annual). Inclusive education for learners with severe disabilities. Minneapolis, MN: University of Minnesota: Institute on Community Integration.

Descriptors: disabilities; resources; systems change; staff training/preparation; families; videos; restructuring; collaboration; teamwork; socialization

Abstract: This bibliography, updated annually, includes resources about successful inclusive education models and strategies, as well as materials that provide a sound rationale and empirical support for inclusion. The resources are organized under the topics of rationale; systems change and restructuring; collaborative teamwork; curriculum and instruction; social interactions and friendships; family perspectives and issues; and personnel training. Within each topical area resources are further categorized by type of resource, including journals; journal articles; manuals, reports, and papers; and newsletters and newsletter articles; audio tapes; videotapes; and organizations.

Source:

University of Minnesota
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Cost: $5.00

INCLUSION BIBLIOGRAPHY DESCRIPTORS

accessibility
accountability
administration
administrators
Alaska
Americans with Disabilities Act
Arizona
assessment
assistive technology
at risk
athletics
Attention Deficit Disorder
autism
awareness
behavior disorders
behavior management
best practices
bilingual
California
case studies
cerebral palsy
change process
Chapter 1
checklists
Circle of Friends
classroom management
classroom modifications
classroom strategies
classrooms
collaboration
community
community-based integrated instruction
Comprehensive Local School
consumers
cooperation
cooperative agreements
cooperative games
cooperative learning
cooperative teaching
cost-benefit
court cases
court decisions
cultural diversity
curriculum
curriculum-based management
data collection
data management
deaf-blind
developmental disabilities
directory
disabilities
disability awareness
Down Syndrome
early childhood
educational programs
educational reform
effective schools
elementary
eligibility
employment
ethics
evaluation
extra-curricular activities
facilities
families
federal policy
forms
friendships
functional curriculum
funding
gifted
goals
grading
guidelines
health
hearing impaired
higher education
hypotonia
IEPs
IFSPs
inclusion facilitators

individualized instruction
infants
inservice training
instructional strategies
integrated service delivery
integration
language
language arts
leadership
learning disabilities
learning styles
least restrictive environment
legal interpretations
legal issues
legal rights
legislation
local education agencies
low incidence disabilities
MAPS
math
medically fragile
mental health
middle school
mild disabilities
moderate disabilites
multiple disabilities
networks
newsletters
opinions
organization
outcomes
paraprofessionals
parents
peer buddy systems
peer leadership
peer modeling
peer models
peer support
peer support networks
peer teaching
peer tutoring
peer-mediated learning
peers
personnel policies
philosophy
physical disabilities
physical education
placement
planning
play
policies
positions
prereferral systems
preschool
prevention
principals
private schools
procedural safeguards
program development
program evaluation
projects
reading
recreation
reform
regular education
related services
research
residential
resources
restructuring
Rett Syndrome
rural
safety
schedules
SEA leadership
SEAs
secondary
self-esteem
serious emotional disturbance
severe disabilities
site-based management
social standing
socialization
special education
spina bifida
sports

staff development
staff training
staff training/preparation
State Education Associations
state policy
strategies
student evaluation
student rights
students
support services
support systems
surveys
systems change
teacher assistance teams
teacher certification
teacher roles
teacher training
teachers
teachers unions
team development
team teaching
teams
teamwork
technical assistance
toddlers
training
transition
transition (early childhood)
transition (from segregated to
    inclusive classroom)
transition (secondary)
transportation
videos
vision
visually impaired
Washington

GRANTS

The U. S. Department of Education has awarded a number of grants with a focus on inclusion to improve educational outcomes for preschool, elementary, middle school, and secondary students. Many of the early childhood grants focus on establishing preschool demonstration sites, increasing effectiveness of early intervention programs, replicating model inclusive programs and best practices, expanding inclusive opportunities in preschool and community settings, staff training, peer interactions, and transition strategies for young children leaving inclusive preschools and entering regular education environments.

Other education grants for elementary, middle school, and secondary students will be used for inservice staff training, developing innovative strategies for inclusion, studying obstacles and barriers to inclusion, replication of model programs, statewide school restructuring, implementation of collaborative strategies, and increasing opportunities for inclusion of students with disabilities in regular education environments in general. Some grants are aimed at specific populations, such as students with dual-sensory impairments, deaf-blindness, and autism. Others focus on students with severe disabilities.

BEACON Outreach Project

Grant Number:	H024D00005 (1990-93)
Project Contact:	Peter Hainsworth, Director Early Recognition Intervention Network 376 Bridge Street Dedham, MA 02026 (617) 329-5529 Fax: 617-329-3651
Target:	Bilingual children at the preschool or primary level with handicaps; their families; teachers in mainstream/special bilingual programs; Head Start and day care agencies.
Purpose:	To increase the quantity and quality of services for young, bilingual children with handicaps, through screening of children in their native language and follow-up curriculum adaptations/sensitivities.
Approach:	The project offers training and materials to screen young children in more than 30 languages and adapt regular classroom materials and strategies in English and the child's native language(s). On-site workshops of 1 to 2 days are available for screening only; 3- to 5-day workshops add the complete child curriculum and home adaptations. Participants administer screening tests, write IEPs and IFSPs, construct curriculum materials, and study parent involvement tools. A local coordinator provides follow-up with print and audiovisual materials. Project activities may be piggy-backed with the ERIN Outreach Program (see ERIN abstract) through dual-track workshops. Within the model, children are screened in their native language and tested with a criterion-referenced test of educational skills. An individual educational program is written for each child. Children and families receive follow-up classroom and/or home programming with BEACON materials adapted for bilingual children. Family involvement is encouraged through a range of options for home/school coordination.
Outcomes:	The project will develop and disseminate print and audiovisual products to guide screening, curriculum application, and service delivery systems.
Descriptors:	preschool; early childhood; disabilities; bilingual; curriculum; elementary

Best Practices in Integration Outreach Project (BPI-O)

Grant Number:	H024D20011 (1992-95)
Project Contact:	Indiana University Susan Klein, Director Liz Tertell, Coordinator Wright School of Education, Room 3244 Indiana University Bloomington, IN 47405-1006 (812) 856-8183 Fax: 812-856-8440
Target:	Training targets child care, preschool, and early childhood intervention professionals; administrators; parents; direct service personnel; and community leaders and other stakeholders in local systems change.
Purpose:	To promote and facilitate an effective integration model in communities to assure that young children, from birth through 6 years, with disabilities and their families have ready access to and are able to participate in quality preschool and child care programs and community events.
Approach:	Project staff, working with local children and preschool providers and providers of multidisciplinary services, will provide resources and facilitate activities to lay the groundwork for an effective integration model in each community. Intensive training is offered on-site to targeted personnel, combined with technical assistance provided both on-site and via telephone and electronic communication.
Outcomes:	The knowledge base in early childhood intervention will be expanded by translation of findings from a multidisciplinary inservice training project into training content and materials; documentation of the activities of the planning group and the community resource network, and of the impact of both groups' activities on community integration efforts; and development of materials for dissemination.
Descriptors:	preschool; early childhood; disabilities; community; at risk; training

Bridging Early Services Transition Project --Outreach

Grant Number:	H024D00019 (1990-93)
Project Contact:	Sharon Rosenkoetter, Director Associated Colleges of Central Kansas 105 E. Kansas Avenue McPherson, KS 67460 (316) 241-7754 Fax: 316-241-5153
Target:	Families of children, birth through age 5 years, with disabilities, who are about to move to a new service setting; service providers and administrators; state and local interagency councils; and service systems attempting to serve young children in natural settings.
Purpose:	To help administrators, service providers, and families plan and coordinate transitions for young children with disabilities or developmental delays.
Approach:	The model is being replicated in more than 15 states with both rural and urban populations. The needs of each state, region, or local area regarding transition planning are assessed, and training is individualized. Workshop training, written materials, and other technical assistance are provided. The model offers three strategies to assist in the transition process: interagency coordination between sending and receiving programs; individualized family involvement; and transition curriculum planning/environmental modification to help children learn new skills to experience success in their new setting. The model has nine components: interagency, timeline management, family involvement, hospital to community transition, age 3 transition, age 5 transition, movement to community-based services, transitions within the day, and evaluation. Service in most natural settings is a goal for all transition planning. The model contains adaptations for various types of transitions, for communities of various sizes, for children of different ages and types of disability, and for families with diverse resources and histories of participation.
Outcomes:	Project outcomes include replicable models, adaptable procedures and instruments, and effective interagency structures.
Descriptors:	families; transition; interagency agreements; community; planning; early childhood; preschool; disabilities; placement

A Building-Based Inservice Model: Supporting Fully Inclusive Education For Students With Severe Disabilities in Kansas

Grant Number: H086R30017

Project Contact: C. Robert Campbell
University of Kansas
Institute for Life Span Studies
1052 Dole
Lawrence, KS 66045
(316)421-6550

Target: Students with severe disabilities in inclusive schools in their neighborhood regular education classrooms.

Purpose: This project will use current full inclusion innovative models and best practices to improve and expand opportunities for placement of students with severe disabilities in regular education classrooms.

Approach: This project will use current full inclusion innovative models and best practices to improve and expand opportunities for placement of students with severe disabilities in regular education classrooms. The goal of this project will be made available to training programs in Kansas and to other university training programs, Kansas school districts, and other public and private agencies through project dissemination activities.

Outcomes: The project is designed to build on the present State-wide System plan within Kansas and to improve the outcomes for all students as set forth in the Quality Performance Accreditation (QPA), through the implementation of a full inclusion approach.

Descriptors: severe disabilities; placement

California Outreach Projects Application & Replication of Inclusive Models At the Local Level

Grant Number:	H086U20023
Project Contact:	Ann Halvorsen Special Education Division California Department of Education PO Box 944272 Sacramento, CA 94244-2720 (916) 657-3567
Target:	Direct benefits will come to at least 100 students with severe disabilities and their families, 100 general educators, at least 40 special educators and related service staff, and at least 500 general education students.
Purpose:	To increase the capacity of eight targeted districts and eight replication partners to provide general-special education collaborative, inclusive educational options across ages and grade levels for their students with severe disabilities.
Approach:	Multiple, coordinated activities will occur at building, district and state levels utilizing validated strategies to facilitate the implementation and replication/distribution process. Validated school site and instructional team planning and curricular adaptation processes will be utilized along with locally referenced technical assistance, needs assessment, and validated student-level strategies to facilitate development of age-appropriate social relationships and networks. At regional and state levels, existing inservice and preservice training projects will be supported and expanded to improve practitioners' skills in basic strategies for inclusive education in the least restrictive environment.
Outcomes:	A manual of validated inclusive education strategies will be developed, field tested and disseminated. A consultant bank resource of tech center teams will be developed, and information on project strategies and outcomes data will be presented at local, regional, state and national conferences. Indirect beneficiaries of research, summer institutes, inservice training and findings dissemination are expected to include another 500 special education students and their families, 300 general educators, 150 special educators, and at least 3000 general education students.
Descriptors:	severe disabilities; collaboration

The CAPPS (Comprehensive Model of Appropriate Preschool Practices and Services) Outreach Project

Grant Number:	H024D20019 (1992-95)
Project Contact:	Lee McLean and David Lindeman, Co-Directors Kansas University Affiliated Program 2601 Gabriel Parsons, KS 67357 (316) 421-6550, Ext 1859 Fax: (316) 421-6550 (voice; ask for ext. 1702)
Target:	Staff of regular and special education programs, program administrators, early interventionists, community program personnel, multi or transdisciplinary teams, paraprofessionals, and related services personnel providing services to children, birth to 5 years of age, with and without disabilities and their families.
Purpose:	To support the dissemination and replication of the CAPPS components.
Approach:	Based on a needs assessment designed specifically for each site, training is provided in the content of or in applying the concepts of the model's five replicable, interacting components: 1) family involvement; 2) assessment and goal setting; 3) active leaning procedures; 4) transition planning; and 5) least restrictive environment service delivery. Outreach training and follow-up assistance will be provided to six new outreach sites per year.
Outcomes:	Dissemination activities will include articles on implementation of model components by individual outreach sites, for publication in their own state and regional newsletters, as presentations by project staff at state and national conferences. In addition to direct services provided and local impact among outreach staff, dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals over the course of the project.
Descriptors:	families; assessment; transition; early childhood; preschool; least restrictive environment; disabilities

Charlotte Circle Outreach

Grant Number:	H024D10006 (1991-94)
Project Contact:	Mary Lynne Calhoun, Director Department of Teaching Specialties University of North Carolina at Charlotte Charlotte, NC 28223 (704) 547-2531 Fax: (704)5474705 SpecialNet: HEAP
Target:	Infants and young children, birth through age 2 years, with severe disabilities, and their families; state Part H coordinators; and early intervention program staff.
Purpose:	To provide technical assistance to states on the development of early intervention services, and to early intervention programs in replication of the service delivery model.
Approach:	The project offers training in a 12-month classroom- and home-based model of service delivery. The classroom component provides intensive early education services while serving as a laboratory on the development of effective social reciprocity interventions. Special parent-child days in the classroom and other ongoing opportunities provide for parent involvement. During monthly home visits, child goals are planned, and information, instruction, and support are provided in areas of need identified by parents. The project will establish model replication sites in each participating state which, in turn, will host regional conferences and serve as resources for other early intervention programs. Training efforts will focus on appropriate and effective field-tested social reciprocity interventions, and the facilitation of flexible, responsive, community-based service delivery. Training is based on adult learning principles. Other outreach activities include information dissemination, internships, and development of networking and social support among early interventionists.
Outcomes:	Anticipated outcomes include increased opportunities for children with disabilities to interact with their non disabled peers, and increased confidence of early interventionists to meet the needs of children with challenging conditions.
Descriptors:	preschool; early childhood; disabilities; early intervention; technical assistance; socialization; families; bilingual

Collaborative Innovations Projects

Grant Number: H086D30003

Project Contact: Chris Salisbury
Allegheny-Singer Research Institute
320 East North Ave.
Pittsburgh, PA 15212
(412)359-1600

Target: This project is a collaborative effort of Allegheny-Singer Research Institute of Washington, focusing on elementary-aged children with severe disabilities currently served in the Johnson City Central School District in New York State, and the Fox Chapel School District in Pennsylvania.

Purpose: To develop and implement a collaborative project management process, conduct long term observational research on the nature and quality of instructional practices in elementary schools and classrooms serving students with severe disabilities, and to investigate the effects of collaborative action research designed and directed by practitioners on the inclusion of students with severe disabilities in general education classrooms.

Approach: The project will employ a multiple baseline design across four (4) elementary schools in two districts that are located in two states. Quantitative and qualitative measures will be used to investigate school and classroom ecologies and contextual variables, the action research process, and outcomes for students and adults involved in the project. The action research process focuses on teacher-directed inquiry to build support strategies to include students and is designed to ensure validity, feasibility, and cultural responsiveness of innovative social support strategies for students with severe disabilities, their families, and communities.

Outcomes: The project will produce an disseminate information and materials designed to reach general and special education communities. Products will include eight data-based research articles in professional journals; six presentations at State, regional and national conferences; practitioner research institutes during summers 1, 2, and 3; three "user friendly" monographs designed and written by practitioners with support from project staff; and easy-to-read "fact sheets" of 2-6 pages designed for LEAs.

Descriptors: elementary; collaboration; severe disabilities

A Collaborative Planning Process To Design Effective Curricular Adaptations

Grant Number: H086D30006

Project Contact:
Alice Udvari Solner
Univ. of Wisconsin - Madison
Dept. of Curriculum & Instruction
750 University Ave.
Madison, WI 53706
(608)263-4645

Target: The project will provide training and consultation in state of the art collaborative teamwork strategies and curricular adaptation design to 12 elementary educational teams serving students with severe disabilities across three years.

Purpose: To establish and test innovative strategies for accommodating diverse learners in general education elementary classrooms.

Approach: The project will conduct quantitative and qualitative research methodology to determine the impact of collaborative teamwork and curricular adaptation design strategies on the inclusion of students with severe disabilities, teachers, and students without disabilities. The project will establish an ongoing method of maintaining and disseminating innovative practices in collaboration and curricular adaptations by facilitating the development of teacher mentor teams in addition to regular dissemination activities.

Outcomes: The project will produce and disseminate information and materials designed to reach general and special education communities. Products will include: Articles to be submitted to professional journals, presentations at State and national conferences, and a curriculum adaptation decision making model.

Descriptors: research; teamwork; collaboration; instructional strategies; curriculum; severe disabilities

The Community Integration Project

Grant Number: H024D10019 (1991-1994)

Project Contact:
Penelope J. Wald
Department of Teacher Preparation
and Special Education
The George Washington University
2201 G Street, N.W. #524
Washington, DC 20052
(703) 836-0723
Fax: (202) 994-3365 or (703) 549-2275

Target: The Community Integration Project (CIP) training and technical assistance promote the inclusion of children with moderate developmental delays, ages 3 through 5 years in community- or school-based early childhood programs. CIP training has been offered in urban, suburb an, and rural districts that have included populations with a wide range of ethnic linguist, and racial characteristics.

Purpose: To increase opportunities for inclusion of young children with disabilities in early childhood programs by helping communities design systems for inclusion and by providing training for the regular and special education professionals involved in the inclusion efforts.

Approach: Reallocation of System-Level Resources. CIP assist local education agencies (LEAs) in changing from a segregated service delivery model for young children with disabilities to an integrated service delivery model through analysis of local resources and needs and the development of a system-level inclusion plan. Inclusion plans vary depending on the district's resources and goals

Descriptors: Early childhood; preschool; community; disabilities

Development of Optimal Learning and Social Environments in Full Inclusion Settings.

Grant Number: H086D30001

Project Contact: Lori Goetz
San Francisco State University Foundation, Inc.
1640 Holloway Ave.
San Francisco, CA 94132
(415)338-6230

Target: The project will collaborate with three different Bay Area elementary schools (one site per year) that offer a full inclusion educational program to all students with disabilities in their service area. It is anticipated that a minimum of three students with disabilities and numerous nondisabled peers will participate in each of the three substudies.

Purpose: To implement and to evaluate the outcomes of inclusive education for elementary students with severe disabilities.

Approach: Based on existing research, a three-part intervention package featuring information provision, a medium for interaction, and third-party facilitation, will be implemented in local full inclusion programs. Once interactive partnerships are established through this package, the functional relationship between development of these partnerships and social competence and educational achievement will be assessed using a multiple baseline probe. The project will then collaborate with general education/special education staff to establish instructional practices within these optimal learning contexts for all students. In the third year, evaluation of these practices will focus specifically on the effectiveness of these practices in promoting learning and social inclusion.

Outcomes: Dissemination of project findings will occur through publication of pertinent papers, presentations at national conferences, collaboration with other sponsored projects at San Francisco State University, and through inclusion in the teaching credential and joint doctoral training program. The proposed project will thus provide a sound empirical base for implementation of best practices in full inclusion settings.

Descriptors: severe disabilities; peers; outcomes; collaboration

Educational Home Model Outreach Project

Grant Number: H024D00003 (1990-93)

Project Contact: Ted Maloney & Sarah A. Mulligan, Directors
Montana University Affiliated Rural Institute on Disabilities
49N Corbin Hall
University of Montana
Missoula, MT 59801
(406) 243-5467
Fax: 406-243-2349

Target: Child care providers in Montana and other rural states who provide services for children, birth through age 5 years, with developmental, physical, or medical disabilities.

Purpose: To provide training to child care providers who wish to expand their programs to integrate children with disabilities into existing family day care homes and child care centers.

Approach: The project will conduct awareness activities, develop and disseminate products, stimulate replication sites, provide training and technical assistance, and coordinate with state and local resources. An Individualized Outreach Training Plan will be developed to help each child care provider learn specialized skills and implement model components. The model's seven components include: 1) developing integrated programs for children with disabilities; 2) meeting individual child needs; 3) involving parents and families; 4) encouraging community collaboration; 5) managing health and safety issues; 6) designing and arranging physical environments; and 7) program management. The model was designed for remote/rural areas, and serves children with a variety of disabilities. It provides a complement to early intervention services by extending the family's options to include community-based child care and preschool settings. Identifying and working with the unique qualities of each child care site make the project effective in helping providers in rural areas with specific needs and limited resources.

Outcomes: Project information and training materials will be disseminated through conference presentations, articles, participation on state and national committees related to child care issues, and training sessions.

Descriptors: preschool; early childhood; disabilities; training; day care

Eliminating Boundaries Through Family-Centered, Developmentally Appropriate Practices for Preschool and Primary Children With Disabilities Statewide

Grant Number:	H024D30023 (1993-96)
Project Contact:	Francine Holland Special Education Department Region IV Education Service Center P.O. Box 863 Houston, TX 77001-0863 (713) 744-6365
Target:	Special and regular education teachers and administrators working in inclusive preschool, day care, and K-3 programs.
Purpose:	To facilitate inclusive programming for preschool and primary children in the Region IV ESC service area of Texas.
Approach:	This project will serve as the regional lead agency for collaborative team training and implementation of family-centered, developmentally appropriate programming. Using the High/Scope approach, the project will facilitate inclusive programming for preschool and primary children by: building the capacity of collaborative district teams that will train local teachers in this approach; providing ongoing on-site technical assistance to establish a regional network of model inclusive demonstration programs; developing and disseminating training modules based on the High/Scope approach for use by the district teams and throughout the state of Texas to enable districts to train special and regular educators in preschool and primary inclusive programs; and, evaluating all aspects of the program.
Outcomes:	A regional network of collaborative teams and a network of inclusive developmentally appropriate classrooms for young children will be established. Documentation will be provided on the effectiveness of the High/Scope approach in facilitating quality inclusive programs for young children with disabilities, ages 3 to 8 years.
Descriptors:	preschool; early childhood; disabilities; collaboration; elementary

FACTS/LRE (Family and Child Transitions Into Least Restrictive Environments)

Grant Number: H024D20001 (1992-95)

Project Contact: Susan Fowler, Director
Dept. of Special Education
University of Illinois
1310 South Sixth Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Target: Local agencies serving children from birth through age S years; state lead agencies for early intervention and preschool services; and national programs with broad dissemination capabilities.

Purpose: To address the process for transition planning for children, ages 21/2 through 5 years, with a broad range of disabilities or developmental delays, who are moving from early intervention programs to preschool and from preschool to elementary school.

Approach: The model focuses on strategies to assist families in planning and selecting community child care services. It includes a planning process for community interagency coordinating councils to develop and implement agreements between local public schools and early intervention agencies to facilitate cooperative screening, assessment, referral, and transition. Inservice training modules for community preschool providers are provided. Methods to enhance family involvement and to prepare families for transition are included.

Outcomes: Young children with developmental delays will benefit by optimizing their chances to succeed in new service programs. Transition preparation will increase the ability of individual families to engage in future planning. Three manuals and nine teacher, administrative, or family-directed articles will be published.

Descriptors: preschool; early childhood; disabilities; transition (early childhood); early intervention; bilingual; cultural diversity; substance abuse

Hawaii Statewide System Change for Students with Severe Disabilities

Grant Number:	H086J90007
Project Contact:	Robert Stodden University of Hawaii University Affiliated Program Wist 211 1776 University Ave. Honolulu, HI 96822 (808) 956-9199
Target:	The 7 school districts in the state of Hawaii.
Purpose:	To develop programs for students with severe disabilities on regular school campuses, to promote integration, to improve current educational programs and programs to provide community-based instruction, and to promote acceptance of severely disabled students by their peers.
Approach:	Provision of support to schools and districts in improving programs for severely disabled students, assistance to districts in integrating those campuses still segregated. Develop a system to assess and evaluate current and desired status of programs and monitor their progress, identify and modify state guidelines and policies in curriculum development and other fields, and form a project advisory board which will include representatives from the community, schools, parent groups, service providers, and professional organizations.
Outcomes:	Develop a system to assess and evaluate current and desired status of programs and monitor their progress, identify and modify state guidelines and policies in curriculum development and other fields, and form a project advisory board which will include representatives from the community, schools, parent groups, service providers, and professional organizations. On a statewide level, integration of students with severely disabling conditions into schools which currently do not serve students with disabilities.
Descriptors:	severe disabilities; socialization; community-based instruction

Inclusion Through Transdisciplinary Teaming

Grant Number: H024D30007 (1993-96)

Project Contact: Jennifer Olson
Idaho Center on Developmental Disabilities
University of Idaho
129 West Third Street
Moscow, ID 83843
(208) 885-6605
Fax: 208-885-6624

Target: Communities seeking to develop a plan for inclusion of all children, age birth to 5 years, in educational settings.

Purpose: To assist communities in developing, through a transdisciplinary process, a plan for inclusion of all young children, with and without disabilities, in educational settings.

Approach: Project technical assistance will consist of a five-phase process that includes: 1) a needs assessment of current community and teaming activities and a common understanding of best practice terms and practices; 2) provision of information and, as needed, training on the transdisciplinary process and strategies for inclusion; development of an individualized working model for implementing best practice and quality standards for inclusion; 4) implementation of a community plan for inclusion; and, 5) evaluation of outcomes associated with the community plan. Project personnel also will work with state-level personnel to provide awareness training at regional, state, and national conferences to promote best practice concepts and strategies associated with inclusion.

Outcomes: Evaluation data will be summarized and prepared for presentation at national conferences. Project information will be disseminated to potential sites and to state departments of education and health.

Descriptors: community; best practices; preschool; early childhood; disabilities

Integrated Outreach Project

Grant Number: H024D10034 (1991-94)

Project Contact: Sarah Rule, Director
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-845
(801) 750-3381
Fax: 801-750-2044

Target: Early childhood special educators, paraprofessionals, and related services personnel in rural Arizona, Idaho, Nevada, Utah, and Wyoming.

Purpose: To provide training and technical assistance to early intervention personnel so that they may provide services to young children with disabilities in the least restrictive environment.

Approach: Training will be provided in components of four models that address service delivery to preschoolers with disabilities in the least restrictive environment: the Social Integration Project, the Functional Mainstreaming for Success Project, the Preschool Transition Project, and the Multi-Agency Project for Preschoolers. The components are organized into five content areas: assessment, organization of services in a variety of settings, service delivery, parent involvement, and transition. Project staff will negotiate with local education agencies to determine which project components the district will implement, and then will negotiate an individual training and assistance plan with each early intervention team member. Training will include didactic information presented through workshops or alternative formats, and follow-up on-site technical assistance and monitoring to enable participants to implement appropriate practices in their own service settings. Training will be coordinated with state education agencies and Utah State University.

Outcomes: The combined models allow agencies to choose from a continuum of components that best suit the needs of local populations and community resources. Training may help participants meet certification standards for serving preschoolers with disabilities. Multi-Agency Project for Preschoolers (MAPPS) Outreach.

Descriptors: preschool; early childhood; disabilities; training; technical assistance; rural

Kansas Project for the Utilization of Full Inclusion Innovations for students with Severe Disabilities

Grant Number: H086U10015

Project Contact: Charles Campbell
Patti Campbell
University of Kansas
1052 Dole
Lawrence/Douglas, Kansas 66045
(316) 21-6550 x1859

Target: Participants include professionals in regular and special education, parents, and related service personnel who are engaged in or planning for the full inclusion into the regular education classroom, in a neighborhood school, of students with severe disabilities including those with dual sensory impairments. Direct inservice training will be provided to approximatel y 100 personnel from the target audiences during the three ear effort. It is anticipated that an additional 500 secondar trainees will be effected.

Purpose: This proposal will utilize current full inclusion innovative models and emerging practices to imporve and expand opportunities for placement of students with severe disabilities including those with dual sensor impairments in neighborhood regular education classrooms.

Approach: Project includes the development, implementation, validation, and dissemination of an inservice training approach and a set of multi-media training materials to support professionals engaged in developing full inclusion effrots. Project will develop training modules in form of multi-media package, emphasizing six major areas of training, each containing: narrated videotape program, trainee summar booklet, practicum activities, overhead transparency masters, and accompaning instructor's manual, all through a 12-step instructional development process.

Outcomes: Following the completion of this project the training materials will be made available to the public through commercial or university distribution. Thus, personnel who serve, or plan to serve, students in neighborhood schools in inclusive classrooms will have access to the necessary training and materials to provide opprotunities for full inclusion of all students

Descriptors: severe disabilities; training; dual sensory impairments

Kansas State Board of Education Inclusive Education Internship Project

Grant Number: H025A20039

Project Contact:
Michele Bueltel
PACE Project Director
Kansas State Board of Education
120 SE Tenth Avenue
Topeka, KS 66612-1182
(913) 296-2191

Target: Target participants for this internship project are parents, general and special educators, principals, paraprofessionals and related service providers who work with students with significant disabilities or deaf-blindness. Interns should come prepared to plan for a specific student. Applications will be accepted on a first-come first-served basis. Scheduling will be done through the PACE Project Director.

Purpose: The Kansas State Board of Education (KSBE) has received federal funding to support a training project for individuals working with students having significant disabilities or deaf-blindness in inclusive settings. Sponsoring grants are the Promoting Access for Children with Exceptionalities (PACE), and Supported Education in Kansas Systems Change Project (SEIK). The internship project has been designed to individualize learning opportunities about inclusive educational programs for students with severe disabilities or deaf-blindness by allowing the interns to receive hands-on experience at selected schools around the state. Internship sites are located in the towns of Eudora, Hiawatha, Horton, Hugoton, Lakin and Sublette.

Outcomes: This internship will provide activities that enable parents, educational and administrative staff to gain information and skills needed to provide educational programs for students with significant disabilities, or dual sensory impairments in integrated school and community environments. The expertise developed at the local level will empower districts and schools to continue best practice development as project assistance phases out.

Descriptors: Severe disabilities; deaf-blindness

Kansas State-Wide Systems Change Project

Grant Number: H086J20012

Project Contact: Kerry Ottlinger
Kansas State Board of Education
Special Education Outcomes Team
120 SE 10th Avenue
Topeka, KS 66612
(913) 296-4949

Target: Children and youth with severe disabilities in Kansas.

Purpose: To increase the capacity of the state to ensure that children and youth with severe disabilities, including deaf-blindness, achieve their highest outcomes in normalized, nonsegregated least restrictive settings.

Approach: At the state level, the project will improve the current delivery of educational services by revising policies, monitoring procedures and legislation, and developing interagency agreements to support a collaborative delivery of services for children and youth. The project will focus on development of five regional support team coordinators, five regional support teams, training modules, and three model internship sites. Regional support teams will train local staff within model districts. Inservice modules will be utilized to empower parents, staff, and administration with skills in effective practices, instructional leadership, collaborative instruction, and futures planning. Training will consist of site visitations, summer institutes, consultations, teacher exchanges, interactive television, and internships.

Outcomes: This model will ensure systems change and improve the quality of life for children and youth, and their families, in rural, urban, and culturally diverse communities in the model districts. These districts will then have the expertise to facilitate locally owned change, increase levels of expertise, and strengthen local capacity in surrounding districts.

Descriptors: severe disabilities; deaf-blindness; least restrictive environment

Kentucky Statewide Systems Change Project

Grant Number:	H086J20007
Project Contact:	Harold Kleinert Interdisciplinary Human Development Institute University Affiliated Program 320 Mineral Industries Building Lexington, KY 40506-0051 (606) 257-3045
Target:	Children and youth with severe disabilities in Kentucky
Purpose:	To enhance the capacity of comprehensive statewide school restructuring in facilitating outcome-based, inclusive educational opportunities for children and youth with severe disabilities.
Approach:	Specific components include school-based decision making, fully inclusive school programs, performance based assessment, extended school services, family and youth service centers and teacher preparation. The project focuses particularly on the policy, administrative, fiscal, and evaluation elements supporting direct service and access to opportunity.
Outcomes:	Educational outcomes for all children and youth with severe disabilities will be improved within the context of comprehensive school reform.
Descriptors:	severe disabilities; outcomes; restructuring

LEAP Outreach

Grant Number: H024D10028 (1991-94)

Project Contact: Phillip Strain, Director
St. Peter's Child Development Centers
2500 Baldwick Road, Suite 15
Pittsburgh, PA 15205
(412) 937-5430

Target: Young children, age 2 to 5 years, with autism, and their families; and agency staff

Purpose: To provide training in an integrated service delivery model that meets the educational needs of both typical preschool children and children with autism.

Approach: Learning Experiences . . . An Alternative Program for Preschoolers and Parents (LEAP) serves children with autism and typical children, age 2 to 5 years. The model has four components: referral and screening, classroom instruction, parent involvement and education, and future educational placement planning. The model offers individualized programming for 24-hour intervention, and a variety of strategies to encourage positive social interaction, including peer-mediated social interaction training. The project will develop replication sites to train participants in implementation of the LEAP model, initiate developmentally integrated services for children with disabilities, and coordinate local involvement with state early childhood plans. A 2-week intensive training experience addresses classroom organization and management, curriculum, integration, volunteer utilization, evaluation, supervision, and parent participation. The scope and sequence of outreach activities (e.g., awareness, building coalitions, etc.) are matched to the political, economic, and logistical realities at specific sites.

Outcomes: Anticipated outcomes include increases in positive peer interactions, decreases in disruptive behaviors, and deferral of residential placement for target children. At least 50% of these children are expected to be placed in regular educational settings and to display age-appropriate developmental functioning as a result of the model.

Descriptors: preschool; early childhood; disabilities; autism; assessment; IEPs; behavior management; socialization; families; transition

Louisiana Systems Change Project for Inclusive Education

Grant Number:	H086J30006
Project Contact:	William Sharpton University of New Orleans Department of Special Education New Orleans, LA 70148 (504)286-5592
Target:	All students with severe disabilities in the state of Louisiana, their families, educators, and administrative personnel are expected to participate in and benefit from this project.
Purpose:	To improve educational outcomes for all students with severe disabilities through effective instruction within inclusive school and community contexts.
Approach:	The project will begin by assisting family members, educators and administrative personnel in the creation of a vision for inclusive education throughout the state. Policies and procedures supporting inclusive educational services for students with severe disabilities will be identified, developed, revised and adopted as appropriate. Collaborative efforts will be expanded among general education, special education, family and community resources on state, regional and local levels. Effective models of inclusive education will then be promoted throughout the state, and the capacity of state, regional and local agencies to provide training on inclusive education will be increased. The program will also advocate for adoption of grant-generated practices by key agencies and programs.
Outcomes:	The primary outcome of the program will be dissemination of validated practices, to be reflected also in establishment of collaborative networks and general heightened public awareness. During the first project year, the main objective will be to familiarize the educational community with the existence, goals and activities of the program and to identify potential sites for intervention. In later project years this objective will be expanded to include the distribution of professional knowledge developed through implementation of the project.
Descriptors:	severe disabilities; families; community

Maine Statewide Systems Change Project For The Inclusion of Students With Severe Disabilities

Grant Number:	H086J30004
Project Contact:	Lucille Zeph Maine Department of Education Division of Special Education State House Station #23 Augusta, ME 04333-0023 (207)287-5950
Target:	The project is expected to result in direct benefits to at least one quarter of Maine's 2700 students with severe disabilities and their families, teachers, educational technicians, special education directors, related services personnel, school administrators, community agency and services personnel, and preservice regular educators and administrators.
Purpose:	To improve and increase educational services to students with severe disabilities, age birth through 21.
Approach:	Specific project objectives include: 1) coordination of relevant school restructuring efforts; 2) preparation and support of activities in four regional sites; and 3) provision of intensive support, technical assistance and training activities. Each regional site will proceed through a systematic three-year process of preparation, implementation and follow-along that reflects locally defined needs and affords regional site management. In addition to regional site development, systems change activities will include: 1) development of a child count system that identifies students categorically by level of disability and by percentage of time spent in regular education placements; 2) development of opportunities for students with severe disabilities to participate in integrated recreation programs in their communities; and 3) coordination of relevant school restructuring efforts to ensure that all Maine students benefit from these projects.
Outcomes:	In addition to direct benefits to a great number of participants and stakeholders in the state education system, indirect benefits are expected for approximately half of Maine's children and youth with and without disabilities and their teachers. Project findings will be further disseminated through a series of conference presentations, a monograph, articles in state and regional newsletters, presentations for community and parent groups, and a summer institute on exemplary practices in inclusive education for teachers, school administrators. and other service providers.
Descriptors:	severe disabilities; restructuring

Maryland Least Restrictive Environment/Neighborhood Inclusion Project

Grant Number: H086J20008

Project Contact: Jerry White
Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, MD 21201
(410) 333-2480

Target: Children and youth with severe disabilities in Maryland.

Purpose: To extend the commitment of the Maryland State Department of Education to improve the quality of special education services to students with disabilities and to change the delivery of those services from segregated to integrated settings.

Approach: This project aims to establish model quality inclusive programs for students with severe disabilities in 16 local education agencies (LEAs) at the elementary, middle, and high school levels. To achieve this goal, several approaches will be used: training and consultation will be provided; information and support will be provided to families; certification standards and personnel preparation practices will be reviewed and modified; coordinated procedures and practices will be developed to promote the inclusion of students with disabilities in their home schools and communities, and information will be disseminated on inclusion, and on project activities, procedures, and outcomes.

Outcomes: Students participating in this project will be placed in neighborhood schools, be offered a functional curricula and instruction in regular classes and find increased opportunities for friendships.

Descriptors: severe disabilities; curriculum; model programs; socialization

Missouri-TIKES: Training Individuals to Care for Exceptional Students Outreach Project

Grant Number: H024D20024 (1992-95)

Project Contact: Bob Busch, Director
University of Missouri
223 Townsend Hall
Columbia, MO 65211
(314) 882-1386
Fax: (314)882-5071

Target: Trainers of child care providers, including early interventionists, Head Start personnel, multi- and transdisciplinary teams, and child care paraprofessionals.

Purpose: To train child care providers to successfully mainstream children, 3 through 5 years of age, with and without disabilities, into child care settings.

Approach: Facilitators will be trained in the M-TIKES curriculum so they may train child care providers to enhance the cognitive, communicative, social, and psychomotor development of children with disabilities by enabling their interaction with their non disabled peels. The M-TIKES videotape series, with accompanying viewer and facilitator guides, forms the basis of training for facilitators. Each tape addresses a specific topic within child development with a focus on children with disabilities and ways to mainstream them into child care facilities.

Outcomes: This project will result in an increase in the number of facilitators to train child care providers to mainstream children into child care facilities, an increase in the number of child care providers who are willing and capable of integrating children into their facilities, and a system of replication for an empirically proven training model.

Descriptors: preschool; early childhood; disabilities; training; curriculum

The Montana Early Intervention Outreach Project

Grant Number: H024D00029 (1990-93)

Project Contact: Richard van den Pol, Director
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Target: State and local education agencies, early intervention programs, and service providers.

Purpose: To provide technical assistance to early intervention service providers for replication of the CO-TEACH Preschool model.

Approach: A rural outreach consortium approach is used by the statewide project. Consortium participants will assist in identifying potential adoption sites, disseminating materials, hosting site visits, providing technical assistance, and developing a statewide resource access system of local expertise in early intervention methods. Training initially involves mailing of replication materials, followed by visits to model sites and to adoption sites. The CO-TEACH Preschool model has three components: Special Preschool, utilizing the MERIT Curriculum; Transition, to facilitate transition from specialized preschool into regular kindergarten; and Family Support, including training, referrals, support, and advocacy.

Outcomes: The project's consortium approach will build on existing relationships among state and local agencies. Local schools will be able to better provide preschool services. Consortium participants will work to enhance Montana's services for young children with disabilities and their families.

Descriptors: early childhood; preschool; technical assistance; curriculum; transition (early childhood); families; disabilities; elementary; rural; Native Americans

MOSAIC: Model Opportunities for Students to Attend Inclusive Classrooms in Pittsburgh

Grant Number: H086U20017

Project Contact:
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Pittsburgh, PA 15233
(412) 323-3494

Target: As participants in the program, 40 students with severe disabilities will be placed in integrated preschool settings, and 30 staff will receive inservice training.

Purpose: To establish a demonstration site for effective Inclusive programming through implementation of a validated model, the Preschool Model Integration Program (PIP).

Approach: An inclusive education demonstration site will be developed using the PIP model. Training in "best practices" will be developed and provided for involved staff, students and families. A building-based Integration Planning Team will be instituted to facilitate a transdisciplinary, collaborative approach to inclusive education, adaptation and modification of methods and materials, progress evaluation, and transition planning. Instrumentation for evaluating project outcomes will be developed and applied, and evaluative data will be employed in refinement of the model for replication throughout the district.

Outcomes: Results will be disseminated via the Pennsylvania State Support Initiative, presentations at professional conferences, and publication in professional journals. An Advisory Council will be developed to visit model programs, visit newly developed inclusive programs, identify potential sites and advise the District on "best practices". The District will possess and retain the capability to continue inservice training and program implementation using existing personnel and materials, as well as ongoing input from the Advisory Council.

Descriptors: severe disabilities; preschool; early childhood

Multi-Agency Project for Preschoolers (MAPPS) Outreach

Grant Number:	H024D00014 (1990-93)
Project Contact:	Adrienne Akers, Director Center for Persons with Disabilities Utah State University, UMC 6583 Logan, UT 84322-6583 (801) 750-3838 Fax: 801-750-2019
Target:	Infants and preschool children with special needs and their families; and service providers responsible for their education.
Purpose:	To provide training and technical assistance to agencies to assist them in developing new services and improving existing services for young children with special needs.
Approach:	The project develops technical assistance (TA) agreements with Idaho, Utah, and Wyoming to determine their training and TA needs and priorities. MAPPS staff act as facilitators; teachers are viewed as the local experts, capable of solving their own problems when provided with the requested training and TA. Training workshops are conducted for staff and families with follow-up TA to ensure that all intervention programs are running smoothly. Evaluation of project effectiveness will be conducted at each of the 12 sites. The MAPPS model is a comprehensive home- and/or center-based method that- uses a team-based approach, with a flexible curriculum that allows the child to progress at his/her own rate and with materials that are consistent with the child's immediate environment and culture. Components include administration, direct services, and monitoring and support. The model has been implemented in a variety of settings, including Head Start programs, regular day care and preschool, and rural programs.
Outcomes:	MAPPS awareness presentations are made to other states through the National Diffusion Network. Program results and product information will be disseminated nationally. A birth-to-5 curriculum (a revision of the CAMS program) is available that teaches cognitive, motor, language, social, and self-help skills; it can be implemented by teachers, parents, and paraprofessionals. An implementation and training guide describing use of materials in various teaching situations will be produced.
Descriptors:	preschool; early childhood; disabilities; families; teams; technical assistance; rural

National TEEM Outreach: Transition Into the Elementary Education Mainstream

Grant Number:	H024D20005
Project Contact:	Wayne L. Fox Center for Developmental Disabilities The UAP of Vermont 499C Waterman Building University of Vermont Burlington, VT 05405-0160 (802) 656-4031 Fax: (802) 656-1357 SpecialNet: UVMDD
Target:	The model is adaptable to children, 3 through 5 years of age, with varying disabilities and their families, and to a wide range of geographic circumstances and ethnic, linguistic, and racial characteristics.
Purpose:	To disseminate and replicate Project TEEM, and EEPCD model demonstration project, in public schools within participating states in order to promote the successful transition of young children with disabilities and their families from early childhood programs into kindergarten.
Approach:	The model focuses on system-wide transition planning from preschool settings into kindergarten and other regular education environments. It is designed to address the strengths, needs, and characteristics of children, families, and school systems; promote the implementation of best practices in transition planning; and result in the successful transition of preschool-age children with disabilities and their families into regular education environments. The model promotes system change in order to achieve successful transitions and inclusive educational experiences.
Descriptors:	early childhood; preschool; transition (early childhood)

New York Partnership for Statewide Systems Change

Grant Number: H086J00007

Project Contact: Lawrence Waite
New York State Education Department
Office for Education of Children with Disabling Conditions
Room 1073EBA
Albany, NY 12234
(518) 474-5548

Target: Children and youth with severe disabilities in New York State

Purpose: Through a series of inservice training, technical assistance and model demonstration and evaluation activities across a five year time period, NYPSSC will increase quality inclusive education program options, significantly increase the numbers of these students with severe disabilities served in their home schools and regular classrooms (including deaf/blind), increase quality and frequency of meaningful interactions, revise and adapt innovative curricula and instructional strategies, evaluate the effectiveness of project activities, and disseminate effective systems change process.

Approach: Partnership model involving collaboration between the NY State Education Department, Syracuse University and agencies responsible for the delivery of educational services and teacher education. Task force planning model for systems-change with local school districts is designed to insure locally relevant planning and coordination of service delivery. Series of intensive inservice training and technical assistance activities will be carried out each year. Materials to be developed and disseminated would provide agencies, professionals, parents and University teacher education programs in New York and elsewhere with information on effective systems-change. Structure is designed to support maximum collaboration among parents, professionals, higher education and all relevant agencies and organizations.

Outcomes: Directly benefit approximately 10 percent of New York students who have severe disabilities including as many as 60 with deaf-blindness. Indirectly benefit at least another 20 percent of New York students with severe disabilities. Products include materials for district, building, and classroom level systems change to include students with severe disabilities. Project is nationally significant as a validation of effective systems change and quality inclusive schooling options.

Descriptors: severe disabilities; deaf-blindness; training; technical assistance; curriculum; instructional strategies

Oklahoma Systems Change Project for Inclusive Schools

Grant Number: H086J30020

Project Contact: John Corpolongo
Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105-4599
(405) 521-4867

Target: children and youth with severe and multiple disabilities

Purpose: To seek funds to improve the quality of special education and all related services for students with severe and multiple disabilities, ages 3 through 21 (including children with deaf-blindness). These services will be delivered in inclusive, age appropriate regular school and community environments.

Approach: During and subsequent to the period of federal assistance, school districts throughout the state of Oklahoma will significantly increase the number of students with severe disabilities who are taught in age-appropriate schools alongside their peers without disabilities. In addition, the ability of educators to deliver effective instruction in inclusive school and community settings through collaborative teaming will be increased. Under the direct supervision of local school district special education staff, students with severe disabilities will have opportunities to: (1) enhance interaction with peers without disabilities both within and outside school settings, (2) increase independence in home, school community settings, and (3) facilitate their transition to subsequent education settings and adult life. The project is based on six integration and inclusion in school and community environments, (b) referencing the curriculum to peers and natural performance environments, (c) direct instruction of generalized responding, (d) heterogeneous student grouping, (e) collaborative and transdisciplinary approaches to the delivery of educational and related services, and (f) active family involvement.

Descriptors: severe disabilities; multiple disabilities; community

An Outreach Model to Enhance Mastery Orientation, Independence, and Inclusion of Students with Physical and Multiple Disabilities

Grant Number: H086U20006

Project Contact: Laurie Powers
Dartmouth-Hitchcock Medical Center
1 Medical Center Drive
Lebanon, NH 03756
(603) 650-4417

Target: At least 14 students between 12 and 20 years of age with significant physical and multiple disabilities will receive direct services through participation in model demonstration outreach efforts. An additional 32 youth are expected to benefit from participation in regional inservice and technical assistance efforts.

Purpose: To design, implement, and evaluate a comprehensive outreach model to enhance the capacity of local school districts to systematically apply methods for enhancement of mastery orientation, inclusion, and independence of students with physical and multiple disabilities.

Approach: The model to be developed will include development and dissemination of outreach implementation materials, a systematic program of state-wide inservice training and technical assistance, model demonstration in two school districts, and detailed evaluation of costs and impacts associated with outreach and model delivery. Methods to be emphasized will include: a) instruction in skills for self-assessment, goal-setting, advocacy and leadership; b) coaching for in-situ application of skills to achieve home, school, and community goals; c) facilitation of student access to intact peer groups without disabilities; and d) support from peers with disabilities and exposure to positive role models who can demonstrate and reinforce strategies for independence and inclusion.

Outcomes: The model will provide a foundation for the integration of student-focused independence and inclusion efforts throughout the state. All model products and findings will also be intensively disseminated through presentations and publications directed at regional and national audiences. Through intensive dissemination of the project findings, manual, and videotapes, the model is expected to serve as an important demonstration for the implementation of similar outreach provider collaborations in neighboring states and throughout the nation.

Descriptors: severe disabilities; physical disabilities; multiple disabilities

Portage Multi-State Outreach Project

Grant Number: H024D00031 (1990-93)

Project Contact: Cooperative Educational Service Agency
Julia Herwig, Director
CESA 5
626 East Slifer Street
Portage, WI 53901
(608) 742-8811
Fax: (608)742-2384

Target: Early childhood teachers, therapists, and other service providers who work with children, birth to age 6 years, who have disabilities or are at risk for developmental delays and their families, especially from typically under served groups, such as migrant and Native American families.

Purpose: To assist state and local agencies in providing services for children with disabilities and their families across a variety of settings and program options.

Approach: The project works with state education agencies in 10 states to determine training needs and select agencies to participate in training activities. Training is based on agency needs assessments and applied adult learning techniques. Sessions incorporate discussion, demonstration, practice, and feedback. A variety of follow-up and support strategies are offered, including on-site visits, additional training, video exchange, telephone consultations, and monitoring program lesson plans. Program review takes place 9 to 12 months after initial training to assess the extent to which objectives have been achieved. The Portage Project is a family-centered, individualized early intervention system designed to work in partnership with parents to mediate instructional programs that meet the developmental, functional, and educational needs of their young children with disabilities and that support family functioning. The model provides comprehensive services to children and families in a variety of least restrictive environments.

Outcomes: A family-centered assessment and curriculum planning tool will be developed. Project data and materials will be disseminated.

Descriptors: at risk; Native Americans; preschool; early childhood; disabilities; families

Portage Project Outreach: Family-Centered Intervention

Grant Number: H024D30054 (1993-96)

Project Contact:
Julia Herwig
Cooperative Educational Service Agency #5
626 E. Slifer Street
Pottage,WI 53901
(608) 742-8811
Fax: (608)742-2384
SpecialNet: WI.CESA5

Target: Personnel from state education agencies and lead agencies, public schools, day care centers, hospitals, universities, technical schools, Head Start, tribal councils, developmental disabilities boards, private service agencies, institutions, and professional organizations.

Purpose: To assist states, agencies, and local programs to plan, develop, and provide the highest quality services possible for unserved and underserved children with disabilities and their families.

Approach: The project will: assist state educational agencies and designated early intervention lead agencies in planning, developing, and implementing their comprehensive service plan for young children with disabilities and their families; increase public and professional awareness of the need for early intervention, the importance of family-centered service and the obligation to provide services in the least restrictive environment; provide in-depth training in the model to early interventionists either on-site, at regional training sites, or through various technologies utilizing distance learning strategies as a means of improving services to children and families and helping states meet their personnel preparation objectives; and, develop and disseminate materials that further the implementation of best practices of working with children and families and assist in the training of early interventionists.

Outcomes: The project will expand the cadre of professionals qualified to provide training in the Portage Family-Centered Intervention Model, and will disseminate a family-centered assessment and curriculum planning tool.

Descriptors: families; early intervention; curriculum; preschool; early childhood; disabilities

Preparation of Social Inclusion Facilitators

Grant Number: H029Q30010

Project Contact: Donna Wittmer
Division of Educational Psychology and Special Education
School of Education
Box 106
University of Colorado
1200 Larimer
Denver, CO 80204-5300

Target: Young children and their families

Purpose: This project will train 40 individuals over a period of five years to assume the role of social inclusion facilitators/collaborators in community-based rural and urban programs serving young children with disabilities. The University of Colorado-Denver will offer a master's level transdisciplinary training program for early childhood special educators which will emphasize training social inclusion specialists to work with children, families, and teachers from diverse socio-cultural backgrounds across the state. Through this field-based program, trainees will learn collaboration/consulting skills to help fully integrate children with special needs and their families into early childhood programs, and gain experience with master teachers/collaborators who are working with children and families from diverse socio-cultural groups. The project's five objectives are: 1) To offer a competency-based 46-semester-hour graduate program with an emphasis on social inclusion/collaboration and on children, families, and teachers from diverse cultural groups, to 40 individuals in rural and urban Colorado. Students from diverse socio-cultural will be recruited for the master's degree in early childhood education with a certification in early childhood special education; 2) To offer a new course on collaboration strategies and to revise current early childhood special education courses, seminars, and competencies to reflect more content concerning social inclusion of children with special needs into normalized settings, collaboration skills, and multicultural education; 3) To offer students the opportunity to observe and participate in a collaborative model with master teachers in intervention programs that serve children with special needs in community-based socially integrated sites (e.g., child care centers and public schools) involving families from diverse cultures; 4) To facilitate students' professional development through research and evaluation activities, and participation in conferences related to social integration and inclusion, collaboration, and working with children, families, and teachers from diverse socio-cultural backgrounds; 5) To monitor students' progress and the program's effectiveness throughout the training program.

Descriptors: early childhood; families; inclusion facilitators; training; collaboration; cultural diversity

Preschool Preparation and Transition (PPT) Preschool Outreach Project

Grant Number: H024D30042 (1993-96)

Project Contact: University of Hawaii
Mary Jo Noonan
Department of Special Education
University of Hawaii
1776 University Avenue, UA4-7
Honolulu, HI 96822
(808) 956-5599 Fax: 808-956-5713

Target: Preschool program staff serving children with special needs in Hawaii.

Purpose: To replicate on a statewide basis the preschool consultation component of the previously funded PPT Outreach Project.

Approach: This consulting model is defined by process and content. The PPT consultation process has five steps: 1) initial contact and observation(s); 2) team development of support activities; 3) implementation; 4) maintenance; and, 5) follow through. Model content has the following characteristics: recommendations are linked to the EP, when the child has one; strategies that empower families are favored over helping strategies; and, support activities are designed to promote inclusion, independence, and normalization. The project will provide services–including facilitating a team approach to planning and implementing adaptations and inclusion practices–to programs serving children with special needs who are transitioning to or attending community preschools. Priority will be given to children, both with or at risk for development delay, who received services under Part H programs. The project will also consult with programs in serving children who do not meet Section 619-Part B eligibility requirements, but who have support needs.

Outcomes: The project will develop and disseminate supporting materials and evaluate project goals.

Descriptors: preschool; early childhood; disabilities; consultation; Part H

Program for Severely Disabled Children: Enhancing Supportive Communities (ESC)

Grant Number: H086J90003

Project Contact:
Doug Gill
Office of Public Instruction
Special Education Services
Old Capitol Building FG-11
Olympia, WA 98504-3211
(206) 753-6733

Target: Significantly increase the amount of social integration of children and youth, birth through 21 years of age, who have severe disabilities or deaf- blindness.

Purpose: The goal of Enhancing Supportive Communities (ESC) is to improve the quality and integration of educational programming for all students (birth through age 21) with severe disabilities or deaf-blindness in the State of Washington.

Approach: The project proposes to address these needs by; (1) Establishing an advisory board comprised of special and regular education professionals and parents, community persons, and other agencies and organizations (2) Developing state-wide guidelines which delineate "best practices" related to integration and other quality programming components; (3) Utilizing a systems change model for working with school districts; (4) Involving nonschool agencies in the systems change process; (5) Providing and annually updating a comprehensive written document listing national, regional, state, and local resources which can be used to support implementation of integration and other best practices; (6) Working with the institutions of higher education in the state to delineate preservice training competencies and related training materials and methods; (7) Developing, evaluating and revising procedures and instruments for the state-wide monitoring of integration and other best practices; and (8) Evaluating, revising and disseminating the quality indicators document, resource listing, the catalogued collection of training materials, and the systems change manual.

Outcomes: Construction of an advisory board, guidelines for best practices, systems change model, preservice training competencies, procedures and instruments, quality indicators, and catalogued collection of training materials.

Descriptors: severe disabilities; socialization; deaf-blindness

Project CHOICES: Changing How We organize: Inclusion Through Collaboration and Educational Support

Grant Number: H086R20029

Project Contact:
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Experimental Education Unit
University of Washington
Experimental Education Unit WJ-10
University of Washington
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Fax: (206) 543-8480
SCAN: 323-6002

Target: Administrators, educators, and support staff at each site will receive training in collaborative teaming skills.

Purpose: To provide inservice training to educators preparing to serve, or currently serving, children and youth with severe disabilities in general education classrooms and in community settings.

Approach: The project will provide inservice training for current and new general education and special education instructional and related services personnel. Training will be targeted toward needs identified through a formal building-based assessment process at each site. Site-based teams will select from a menu of training topics to be presented by project staff, and they will identify specific topics of interest which individuals and groups wish to research. Individual skill development will be emphasized through specific inquiry in the form of collaborative action research. Project staff will coordinate research activities, with an emphasis on building capacity for further staff development and problem-solving through collaborative research. Follow up may take the form of peer coaching, on-site consultation, electronic mail communications, information sharing, and opportunities to promote reflective practice.

Outcomes: Dissemination products will include a project brochure, a Collaborative Team Training Manual, an Action Research Manual, and Instructional Skill-Building Modules. Project staff will work closely with the federal Project Officer and members of the Advisory Council to identify appropriate dissemination targets for school personnel, parents, and inservice trainers.

Descriptors: severe disabilities; community; training; peers

Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Implementing Integrated Model Programs

Grant Number: H024D20020 (1992-95)

Project Contact:
Estella Fair, Director
University of Southern Mississippi
Southern Station, Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5755

Target: Teams from local education agencies, which in turn will provide training and technical assistance to child care and Head Start center staff in integrating young children with disabilities into early childhood programs.

Purpose: To promote collaborative, transdisciplinary consultation and coaching practices by local agency teams in order to integrate young children, between 3 and 5 years of age, with moderate to severe disabilities into least restrictive, community-based early childhood programs in Mississippi.

Approach: Training is provided in six areas: 1) basic concepts of early childhood educational practices and consultation; 2) assessing staff training needs; 3) planning consultation; 4) teaming; 5) conducting group and individual training and technical assistance; and, 6) professional growth. Print and video materials are provided to supplement activities. During the first project year, model sites will be selected to provide for demonstration, practice, and observation training experiences. In the second and third years, four additional utilization teams will be included and additional sites will be selected in collaboration with local interagency coordinating councils.

Outcomes: Training materials for basic and discrete competencies will be refined, evaluated, and expanded. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Training materials will be disseminated at state and national levels.

Descriptors: staff training/preparation; interagency coordinating councils; planning; teams; disabilites; community; early childhood; daycare; interagency collaboration; preschool

Project Dakota Outreach

Grant Number: H024D10035 (1991-94)

Project Contact:
Dakob, Inc.
Linda Kjerland, Director
Project Dakob Outreach
680 O'Neill Drive
Eagan, MN 55121
(612) 455-2335
Fax: (612)455-8972

Target: Young children, birth to age 6 years, with special needs, and their families; and personnel from state department and interdepartmental entities, local early intervention programs, advocacy groups, and local interagency groups responsible for early intervention.

Purpose: To incorporate components of a family-centered, community-based intervention model into state and local program policy and practice.

Approach: The model organizes program resources for responsiveness to families and their children, via portability, flexibility, and continuity across formal and informal settings. It provides a decision-making process in which the family, together with single or multiple agencies, share expertise, information, and planning that are responsive to family concerns, priorities, and preferences. Model components are family-centered collaboration; transdisciplinary interagency team structure; and inclusion in formal and informal settings (e.g., neighborhoods, child care, recreation programs). Outreach services include 1- to 3-day intensive training and follow-up with local programs, which may involve consultations, facilitated discussion, observation, guided practice, focus groups, skills training, demonstrations, and assistance with program evaluation; on-site and telephone consultations; strategic planning; materials; and keynote and other presentations. The project's parent and staff trainers respond to requests in ways tailored to the pace, composition, priorities, and challenges of the participants.

Outcomes: Anticipated outcomes include fluid organizational structures and practices to achieve family-centered, community-based early intervention; and formation of local mission, goals, practices, and program evaluation to monitor progress toward achieving the mission. Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Implementing Integrated Model Programs.

Descriptors: community; families; collaboration; early childhood; preschool; disabilities

Project SLIDE--Skills for Learning Independence in Diverse Environments

Grant Number:	H024D10009 (1991-94)
Project Contact:	Juniper Gardens Children's Project University of Kansas Judith Carta, Director 1614 Washington Blvd. Kansas City, KS 66102 (913) 321-3143 Fax: 913-371-8522
Target:	Children, age 4 and 5 years, with disabilities and their families; preschool and kindergarten teachers from special or regular education; and school district personnel.
Purpose:	To provide training in a model for promoting successful integration of young children with disabilities into regular education settings; and to improve transitions of these children across settings.
Approach:	The project offers a child-centered approach to integration and transition planning. The model has three components. (1) Core Components are strategies needed within sites (school districts or LEAs) to facilitate integration. These include classroom intervention strategies, assessment strategies that highlight areas of discrepancy between sending and receiving classrooms, strategies for promoting interagency collaboration, and strategies for enhancing parental involvement. (2) Support Components are activities required to maintain high-quality implementation at replication sites, including training, technical assistance, program monitoring, and coordination with the CSPD. (3) Replication Components are activities that promote dissemination of the model. The project will package print and video materials to assist in replication, train site coordinators to provide instruction and monitoring, and offer leadership training for university personnel who will provide technical assistance and act as site evaluators.
Outcomes:	Anticipated outcomes include improved short- and long-term child outcomes, and decreases in subsequent needs for special education services.
Descriptors:	preschool; early childhood; disabilities; training; transition (early childhood); mild disabilities; moderate disabilities

Project STEP: Systematic Instruction Through Team Teaching for the Education of Persons with Severe Disabilities in Regular Education Classes

Grant Number: H086D20002

Project Contact:
Kent Logan
Oakland Center
950 McElvaney Lane
Lawrenceville, GA 30246
(404) 513-6805

Target: Over the three year length of the project, 18 students with moderate to profound mental retardation will be fully included in regular education classes.

Purpose: To address the need for research into the full range of learning outcomes for elementary age students with severe disabilities who are educated full time in regular classrooms.

Approach: An innovative staffing procedure will be developed to assure adequate support in the regular education classes to develop an appropriate number and size of small group learning groups. Instructional personnel will be trained in systematic and small group instructional procedures and the development of instructional objectives and educational outcomes based on principles of partial participation. Research will be conducted on student outcomes, types and structures of effective small groups, and changes in support staffing patterns over time in inclusive educational settings.

Outcomes: A manual will be developed to provide guidelines and case studies on how to balance the instructional needs of students with severe disabilities across the instructional day. All research results and products will be disseminated.

Descriptors: severe disabilities; moderate disabilities; outcomes

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Grant Number: H024D10004 (1991-94)

Project Contact: Melinda M. Raab, Director
Allegheny-Singer Research Institute
320 E. North Avenue
Pittsburgh, PA 15212-4772
(412) 359-1600
Fax: (412)231-4620

Target: Infants, toddlers, and preschoolers with disabilities and their families; and professionals, including early interventionists, classroom personnel, program administrators, related services personnel, and lead agency personnel.

Purpose: To provide training to center-based programs in a classroom-based model that promotes optimal functioning of young children with disabilities in least restrictive settings.

Approach: The classroom model is based on evidence that dimensions of classroom programs influence child behavior and development, and that higher levels of engagement create opportunities for other child outcomes. Model components are Program Foundation and Philosophy, Management and Training, Environmental Organization, Instructional Techniques, Instructional Content, Staffing Patterns, and Program Evaluation. The project offers on-site replication training, including needs assessment, orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. The project will establish replication sites that may function as training resource sites demonstrating model components. Other outreach activities include group training (e.g., workshops, conference presentations), product development and dissemination, and state-level collaboration and coordination activities.

Outcomes: Anticipated outcomes include enhancement of caregiver skills, and promotion of high-quality center-based programs, and promotion of optimal child functioning.

Descriptors: preschool; early childhood; disabilities; training; least restrictive environment

Project Ta-kos

Grant Number: H024D10039 (1991-94)

Project Contact: Betty Yoches & Linda Askew, Co-Directors
Alb Mira Specialized Family Services
800 Rio Grande Blvd., NW, #19
P.O. Box 7040
Albuquerque, NM 87194-7040
(505) 842-9948
Fax: (505)842-9986

Target: Children, birth to age 8 years, with or at risk for disabilities, and their families; and education, social service, and health care professionals. Attention will be paid to rural areas.

Purpose: To provide inservice training that will assure that infants and young children with special needs and their families receive services within the mainstream of the community.

Approach: Project Ta-kos (an Indian term suggesting that any decision or course of action affects seven generations) is designed to increase the probability that children, birth to age 8 years, with special needs and their families can access appropriate services in order to remain an integral part of the community in which they reside. The model emphasizes integration (child in family, family and child in school, and family and child in the community), and views individual child and family behaviors in the context of social, cultural, and environmental settings while promoting respect for the unique styles of families. Outreach training includes (1) family-centered curriculum, (2) a three-phase training framework (information acquisition, skill acquisition, skill retention), (3) inservice program planning process which is collaborative and site-specific and uses a hands-on approach, (4) continuum of competence (individual and collective), (5) interagency collaboration, and (6) administrative support. Training activities include discussion, role play, take-home activities, and self awareness/clarification activities. While parents are encouraged to participate in all training components, two are specifically designed for them.

Outcomes: Training will result in more responsive support and services to families of children with special need.

Descriptors: preschool; early childhood; disabilities; families; Native Americans; training

Project TLC: Technology-Learning-Collaboration National Outreach Project

Grant Number: H024D10048 (1991-94)

Project Contact:
Kathleen Gradel, Project Executive
United Cerebral Palsy Associations, Inc.
1522 K Street, N.W., Suite 1112
Washington, DC 20005
(202) 842-1266
Fax: 202-842-3519

Target: Children, birth to age 3 years, with disabilities, and their parents; and early intervention program staff and administrators representing a variety of disciplines (e.g., physical therapy, occupational therapy, education), with emphasis on rural, economically disadvantaged areas.

Purpose: To build a replication network for the Technology-Based Environmental Impact Model, a set of service delivery practices consisting of the careful integration of available technologies into educational and therapeutic programming for children with disabilities.

Approach: For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train four-member Parent-and-Practitioner Teams and three-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim "homework" (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology. The project also will conduct training workshops at state conferences.

Outcomes: Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

Descriptors: assistive technology; early childhood; preschool; play; disabilities

Project TRANS/TEAM Outreach

Grant Number:	H024D20036 (1992-95)
Project Contact:	Corinne Garland, Director Child Development Resources, Inc. P.O. Box 299 Lightfoot, VA 23090-0299 (804) 565-0303 Fax: 804-564-0144 SpecialNet: CDR VA
Target:	Early intervention teams in public and private agencies that provide services to young children, birth through 2 years of age, and their families.
Purpose:	To disseminate and replicate a five-step model of inservice training that is designed to help early intervention teams move toward more family-centered, transdisciplinary (TD) service delivery.
Approach:	The training model uses an individualized needs assessment process to determine team training needs in family-centered services; TD service delivery; team assessment; helping families determine their concerns, priorities, and resources; IFSP development and implementation; interagency collaboration; transition; service coordination; natural settings; and cultural competence. Teams participate in on-site training workshops. Technical assistance is provided in developing and implementing individual team plans for change. Replication sites participate in evaluation of the training. Site personnel and independent evaluators also rate the service delivery changes made as a result of outreach activities.
Outcomes:	During each of the project's 3 years, 8 to 10 early intervention teams will make behavioral and programmatic changes necessary to become more transdisciplinary and to provide more family-centered services. Two family guides currently used by the program will be revised through the project, and the model curriculum will be expanded.
Descriptors:	preschool; early childhood; inservice training; families; early intervention; disabilites; assessment; technical assistance

Project Vision

Grant Number:	H024D10008 (1991-94)
Project Contact:	Jennifer Olson & Helen Hammond, Directors Idaho Center for Developmental Disabilities University of Idaho 129 West Third SL Moscow, ID 83843 (208) 885-6605 Fax: 208-885-6624
Target:	Children with disabilities, birth to age 8 years, and their families; the communities in which they reside; and early intervention/special education professionals.
Purpose:	To provide training in a model that integrates family systems, cultural sensitivity methods, and transdisciplinary teaming approaches to serving young children with disabilities.
Approach:	Training is offered in three model components: (1) Family Involvement, including training in accessing resources, knowledge of legal rights, understanding the system, and understanding the disability; (2) Least Restrictive Environment, addressing screening, pre-referral, transition, and full inclusion; and (3) Team Development, offering methods for cooperative interaction among service providers. Each of the training components incorporates strategies and techniques for service delivery with culturally varied groups. The training sequence is long-term (approximately 18 months), with assignments and evaluation strategies during each phase. A pre-training profile is completed for each site to ensure individualization to program needs and concerns. Training sessions provide basic information, opportunities to lean new strategies and concepts through videotaped examples, and opportunities to practice skills, with follow-up. Participants who will train others will be provided with inservice packages on model components containing specific training materials and strategies, competencies, and evaluation methods.
Outcomes:	Anticipated outcomes include an increase in family involvement, improvement in family-focused orientation among professionals, opportunities for full inclusion through community systems changes, and the development of quality transdisciplinary teams.
Descriptors:	families;teams;preschool;early childhood;least restrictive environment;community;systems change;disabilities;elementary; Native Americans

Providing Effective Instruction in Inclusive Classrooms

Grant Number:	H086D20005
Project Contact:	Mark Wolery Office of Resource Development Allegheny-singer Research Institute 320 East North Avenue Pittsburgh, PA 15212 (412) 359-1620
Target:	General and special education teachers, family members, and administrators with experience in inclusion methods will be primary participants in surveys and interviews to identify effective practices and resources.
Purpose:	To increase understanding of conditions, supports, barriers and problems that facilitate or impede full inclusion of students with severe disabilities in elementary classrooms.
Approach:	Five separate investigations will evaluate conditions and supports required for successful full-time inclusion of children with severe disabilities in general education classrooms. Three more studies will investigate effects of teaching nondisabled peers to implement response prompting and naturalistic teaching strategies with children who have severe disabilities in general education classrooms. Another three studies will evaluate effects of peer-imitation training and variables affecting observational learning of children with severe disabilities in regular education classrooms.
Outcomes:	The dissemination plan for the project will include: 13 manuscripts submitted for publication; six conference presentations; two workshop training sessions; an assessment protocol and related manual for evaluating classroom ecologies to identify curricular modifications; three instructional modules for teacher trainers with accompanying video tapes; three self-study manuals for use by teachers; and a fact sheet describing variables that influence the success of full inclusion.
Descriptors:	severe disabilities; peers

SpecialCare Outreach

Grant Number: H024D30049 (1993-96)

Project Contact: Corinne Garland
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SpecialNet: CDRV

Target: Home- and center-based child care providers.

Purpose: To expand child care options for families of children with disabilities through replication of a proven model for training home- and center-based child care providers.

Approach: The project will replicate the SpecialCare model for training home- and center-based child providers in serving young children with disabilities. Using a train-the-trainer approach, the model offers a 7-unit, 10-hour curriculum that increases caregivers' knowledge and level of comfort in caring for children with disabilities. Six to 8 replication sites in Virginia, which are agencies having responsibility for training child care providers, will be identified during the first project year, in subsequent years, sites in other states will be identified. Project activities will be coordinated with state agencies and organizations responsible for planning; implementing, and monitoring early intervention and early childhood services. The project will provide replication sites with technical assistance designed to foster collaboration between the child care system and the early intervention/early childhood special education systems, and to foster linkages between families and trained caregivers.

Outcomes: The project is designed to increase the availability of child care both as a family support service and as an option for natural and inclusive placements within the context of the IFSP or IEP. The SpecialCare curriculum and supporting materials will be packaged for national dissemination, targeting agencies with responsibility for training child care providers.

Descriptors: preschool; early childhood; disabilities; training; day care

Statewide Replication of a Model for Early Childhood Special Education Program Development in Rural Settings

Grant Number:	H024D00018 (1990-93)
Project Contact:	Wayne Fox, Director Center for Developmental Disabilities UAP of Vermont–University of Vermont 499-C Waterman Building Burlington, VT 05405-0160 (802) 656-4031 Fax: 802-650-1357
Target:	Children, age 3 through 5 years, with special needs, and their families; educational personnel; and community agency service providers in 24 rural Vermont counties.
Purpose:	To enable local school districts to establish new or improve existing early childhood special education (ECSE) programs by providing a process to incorporate "best practices" into their service delivery model.
Approach:	On-site technical assistance will be offered to each site to prepare planning team members to complete model components through training on collaborative teaming, goal setting, and group problem solving. Five or six day-long training sessions will be conducted in each of four regions, with follow-up on-site technical assistance. Statewide training will be offered to develop or improve program components (e.g., child find, transition planning, family-centered services) through implementation of exemplary practices. Components of the model include a) creation and operation of a planning team that includes members and local community service providers; b) crafting of a written philosophy statement that outlines the overall program mission, goals, and general values and beliefs; c) assessment and analysis of current program practices; d) creation of a long-term program development plan; e) creation of a one-year program plan that delineates objectives, activities, and time lines for addressing prioritizes areas for program development; and, f) implementation and evaluation of a one-year plan.
Outcomes:	The project will develop materials describing the program development model, including an ECSE program assessment instrument and "best practices" guidelines.
Descriptors:	preschool; early childhood; disabilities; technical assistance; training; best practices

Statewide Systems Change

Grant Number: H086J00006

Project Contact: Judith Croswell
Arizona Department of Education
Special Education Section
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(602) 542-3184

Target: Special education professionals and parents.

Purpose: To train and provide technical assistance to school districts, enabling them to develop and implement a model that emphasizes use of a functional life skills curriculum for students with moderate to severe disabling conditions.

Approach: The project will develop training manuals, implement a model to enable preschool students with severe disabilities to be offered an age-appropriate curriculum, recommend policy revisions to the state department of education, disseminate information through a variety of ways, including videos, and replicate already existing models.

Outcomes: More comprehensive services from preschool through school years, smoother transitions from agency services to public schools, continuity of services across agencies and the increased opportunities for students to become integral members of the community.

Descriptors: severe disabilities; moderate disabilities; technical assistance; functional life skills curriculum

Statewide Systems Change

Grant Number: H086J90012

Project Contact: Janet L. Freston
Utah State Office of Education
Special Education Unit
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Target: Provide these services in integrated regular school and community environments.

Purpose: To improve the quality of special education and related services for students with severe and multiple disabilities by providing these services in integrated regular school and community environments.

Approach: To establish SEA and LEA policy and administrative support for statewide systems change activities; to significantly increase the number of students with severe disabilities taught in age-appropriate regular schools while increasing the number and quality of interactions with non-disabled peers; to increase appropriateness and effectiveness of instruction by regular and special educators teaching students with severe disabilities by establishing model demonstration schools for inservice training; to disseminate the project to all interested SEAs and LEAs, and to evaluate the effectiveness of the model and its components throughout each LEA in the state.

Outcomes: "The Complete Neighborhood School For All Students" is a conceptual model system demonstrating ideal integration and mainstreaming practices in effect.

Descriptors: severe disabilities; multiple disabilities; community

Statewide Systems Change: Gateways Model for Integration

Grant Number: H086J00008

Project Contact:
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Target: Severely disabled children and youth, aged birth to 21 years.

Purpose: To support a statewide effort to change Pennsylvania's current educational services and program delivery system for all students with severe disabilities, including deaf-blindness.

Approach: The project will facilitate the development of quality programs in integrated environments and thereby improve the acceptance of students with severe disabilities by the general public, professionals, and future employers. Project personnel will implement a systematic statewide effort in assisting school districts, intermediate units, area vocational technical schools, and community agencies to develop, implement, evaluate, and improve the quality of their integration programs. Some of the "best practices" that this project will use include community integration, community-based instruction, non aversive behavior intervention, transition planning and training, and family involvement.

Outcomes: Students will have increased opportunity to attend neighborhood schools and interact with their peers. Improved curricula will better prepare them for community based living and the freedom to choose from a variety of educational options. The project will produce a systems change model.

Descriptors: deaf-blindness; severe disabilities; training; community; systems change

Supporting Functional Communication in General Education and Community Settings

Grant Number: H086R30011

Project Contact:
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Child Language Intervention Program
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Target: Students with severe disabilities who will be involved in a full inclusive educational programs and community settings. Personnel providing services to these children will receive training in establishment of integrated related services, transdisciplinary teaming, and other related services.

Purpose: The major goal of this project is to ensure that "the environment that is supportive or integration is one in which positive attitudes for the full inclusion of persons with severe disabilities are matched by the knowledge and technical skills necessary for its quality implementation".

Approach: Personnel providing services to these children will receive training in establishment of integrated related services, transdiciplinary teaming, and other related practices. This project will address four needs: the need for improving the functional communication skills of students with severe disabilities in integrated school environments and home and community settings; the need for improving the technical expertise of team members responsible for integrating children with severe disabilities; the need to improve collaboration within teams responsible for integrating children with severe disabilities; and the need to improve the peer interaction in school, home, and community environment.

Outcomes: The project is designed to ensure that adoption of best practices for children with severe communication disabilities become a matter of common practice and policy within the participating educational and community settings.

Descriptors: severe disabilities; training; community; collaboration

Systems Change for Inclusive Education in Michigan

Grant Number: H086J90010

Project Contact: Barbara LeRoy, Ph.D.
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Target: The goal of the project is to facilitate the integration of students with disabilities into regular schools as part of a statewide effort to make schools more effective for all youth in Michigan, school district personnel and policy-making bodies.

Purpose: To provide intense statewide training and technical assistance to schools, including policy analysis and development, leadership development, and related activities. The goal of the project is to facilitate the integration of students with disabilities into regular schools as part of a statewide effort to make schools more effective for all youth in Michigan.

Approach: Planned activities include information gathering, needs assessment, policy recommendation, working with 20 school districts, training and technical assistance, leadership development via a summer institute and regional support, meetings, parent and advocacy support, establishment of an inclusive education support network, materials development, and the development of a consortium for integration and transition.

Outcomes: Coordination, support, technical assistance and other measures to provide integration and mainstreaming for students with disabilities. Educational and practical life planning based on individual life needs and goals, support by educators, family and peers in regular classes and the community, well- planned transitions and successful community integration.

Descriptors: severe disabilities; training; policies; technical assistance; community, families; peers; socialization

Systems Change in South Dakota

Grant Number: H086J00004

Project Contact: Dean Myers
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Target: Children with severe disabilities in the state of South Dakota.

Purpose: To establish a system of educational services which supports children with severe disabilities within general education settings and creates opportunities for these children to be served with their non-disabled peers.

Approach: At the state level a system of regulatory, procedural, and legislative processes will be reviewed and upgraded. All levels of statewide activity will be monitored by an advisory council made up of parents, regular educators, special educators, administrators, and related service personnel. The state level activities will include dissemination of information. Individual LEAs and regional groups of LEAs will provide model systems development and implementation. Within higher education, activities will be implemented to create inservice and preservice training programs supporting the systems change model. A program of dissemination will be implemented locally, regionally, and nationally each quarter during the five years of the project.

Outcomes: All activities are designed to create a system of services for children with severe disabilities that is designed to meet their needs, to allow them to receive education with their non-disabled peers, and to have the positive support of their families as part of the educational program.

Descriptors: severe disabilities; training; systems change; families; peers

Technology Learning Collaboration (TLC) National Outreach Project

Grant Number:	H024D30004 (1993-96)
Project Contact:	Michael Morris Community Services Division United Cerebral Palsy Associations, Inc. 1522 K St., NW, Suite 1112 Washington, DC 20005 (202) 842-1266 Fax: 202-842-3519
Target:	Parent and practitioner teams representing early intervention and child care programs in Massachusetts and Texas, including bilingual practitioners and programs serving Spanish-speaking families.
Purpose:	To further replicate the Technology-Learning- Collaboration (TLC) Model to build grass-roots competency in the integration of technology that fosters inclusion in community-based intervention services.
Approach:	The TLC Model is a set of training strategies designed to foster service delivery practices that result in the careful integration of readily available technology into comprehensive early intervention programs for children, age 3 years and younger, with disabilities, along with family support activities. The project is designed to coordinate with the personnel development activities targeted by the states of Massachusetts and Texas. This project will refine and re-package TLC training modules and translate all training materials into Spanish-language formats. Parent and practitioner teams, representing a minimum of 16 early intervention and child care programs in each of the two states, will be trained during each project year. Additional training will be provided to administrative/ management personnel from 16 programs in each state each year. Additional voluntary specialized training will be offered to at least 25 staff and parents from each state who have successfully completed the project's core training. The project will also deliver training workshops at state conferences.
Outcomes:	Project findings and materials will be disseminated in Massachusetts, Texas, and nationally. These efforts will target states with mixed rural-urban populations, states and communities with large groups of Spanish-speaking families and professionals, early intervention training and outreach programs, and United Cerebral Palsy Association affiliates across the country.
Descriptors:	bilingual; technology; early childhood; preschool; disabilities

Teaching Research Integrated Preschool (TRIP) Model

Grant Number: H024D10033 (1991-94)

Project Contact: Joyce Peters, Director
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SpecialNet: TRD

Target: Children, birth to age 6 yeas, with or at risk for disabilities, and their families; and early childhood educators (teaches and paraprofessionals) and family intervention specialists.

Purpose: To increase quality services in integrated settings for young children with disabilities and their families, through specialized staff development training.

Approach: The TRIP model has seven components: integration, activity-based instruction, individualized programming, family involvement, environmentally referenced assessment process, regular data collection and analysis, and staff management. Children birth to age 30 months ate served in a home-based format in combination with an optional patent/toddler 2-day-per-week program. Children over age 30 months are served in an integrated classroom setting. The outreach project will address dissemination activities, training, establishing satellite training sites, and evaluation. The project has developed a nationwide network of satellite training centers that will serve as regional training sites. The competency-based training includes a 4-day session which provides structured practicum experience supplemented by small group seminars, and two follow-up/technical assistance visits to each trainee's work site. The specialized training package for family intervention specialists includes core model components, as well as family/home-focused components.

Outcomes: The project will improve services for target children and families. Training efforts will be designed to address the needs of children from culturally, linguistically, and racially diverse backgrounds and those residing in rural areas.

Descriptors: preschool; early childhood; teachers; paraprofessionals; families; disabilities; at risk; assessment; community

Together We're Better: Inclusive School Communities in Minnesota--Partnerships for Change

Grant Number: H086J20010

Project Contact:
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Unique Learner Needs Section
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Target: Children and youth with disabilities in the state of Minnesota.

Purpose: PURPOSE: To promote inclusion of children with severe disabilities in the schools the children would attend if they did not have disabilities.

Approach: The specific goals of this project are closely linked with current and projected state-wide efforts in Minnesota. The objectives and practices of the project emphasize: (1) linkage of inclusion with current restructuring initiatives and best practices in general education; (2) collaboration with local school districts already taking leadership roles in inclusive education; (3) preservice personnel development in inclusive education; (4) staff development and ongoing information dissemination to local school agencies; (5) leadership training for families of children with severe disabilities; and (6) comprehensive evaluation and dissemination efforts.

Outcomes: A systems change will be effected that will support the membership, participation, and learning of all students, including those with severe disabilities.

Descriptors: systems change; severe disabilities

Training for Inclusion

Grant Number: H024D20032 (1992-95)

Project.Contact:
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Target: Representatives of local affiliates of the United Cerebral Palsy Associations within each participating state, who in turn will train public, private, and home-based day care providers.

Purpose: To train teams throughout Alabama, who will in turn train local day care providers, in a day care training curriculum that promotes the inclusion in natural settings of children, birth through 5 years of age, with disabilities.

Approach: Training content emphasizes the development of consultation and collaboration skills among participants. Training will be implemented through eight training modules delivered over a 2-month period, with follow-up technical assistance provided for 6 months. Teams recruited for training will include one professional and one parent, who will participate in an intensive 5-day training session on the content and delivery of the model.

Outcomes: The project will translate findings from a statewide model inservice project into training content and subsequent model replication activities within other states. Curriculum materials will be developed and disseminated. The ultimate benefit of the project will be increased access to community child care programs for families with young children with disabilities.

Descriptors: day care; curriculum; early childhood; preschool; disabilities; technical assistance; training

Utah Supported Inclusion Project for Middle School Students with Severe Disabilities

Grant Number: H086U30019

Project Contact: Connie Mathot
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(801) 581-8033

Target: Utah middle school students.

Purpose: The Utah Supported Inclusion (USI) Project for Middle School Students with Severe Disabilities seeks funds to develop, refine, field-test, replicate and disseminate procedures for the provision of inclusive educational programs for middle school students with severe disabilities.

Approach: Refine and expand a model for the inclusive education of middle school students with severe disabilities in regular education environments. Implement the model in three Utah school districts. Replicate and evaluate the USI Model in at least five additional school districts throughout the state of Utah. Provide cumulative training and technical assistance programs to additional educators throughout the state of Utah in implementing inclusive educational programs for students with severe disabilities in regular education seetings.

Descriptors: middle school; severe disabilities; training

Vermont Model For Systems Support: Best Practices For The Inclusion of Students With Severe Disabilities Within General Education Settings In Their Local School

Grant Number:	H086U30018
Project Contact:	Wayne L. Fox The University Affiliated Program Of Vermont 499C Waterman Building University of Vermont Burlington, VT 05405 (802)656-4031
Target:	Addresses children and youth with severe disabilities, their families, and teams consisting of parents, teachers, administrators, SEA contacts and IHE consultants from each participating state.
Purpose:	Project will replicate the Vermont Model for Systems Support to create at least one inclusive school providing educational opportunities for children and youth with severe disabilities in participating states. Participating states during the first year include Alaska, Arkansas, Idaho, Iowa, Nevada, South Carolina and Vermont. Criteria for participating states include no previous Statewide Systems Change award from OSEP.
Approach:	Teams from each participating state will attend a week-long Leadership Institute held in Vermont each January. The Institute will focus upon strategies for implementing the Vermont Systems Support Model within each participating state. Advisory Council members from schools in Vermont will participate in the training sessions. A SpecialNet Bulletin Board - VT.OUTREACH - will be established to communicate among participants (and others). Biweekly conference calls and on-site visits by project staff and Advisory Council members will provide follow-up training to the Institute.
Outcomes:	Establishment of at least one inclusive school educating students with severe disabilities in each participating state; development of expertise in statewide systems change activities among SEA and IHE participants; implementation of best educational practices in participating sites: validation of the Vermont Model for Systems Support.
Descriptors:	severe disabilities; leadership

VIDEOSHARE Model Outreach Project

Grant Number: H024D10024 (1991-94)

Project Contact:
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Target: Young children, birth through age 8 yeas, with disabilities, and their families; and agencies that provide or are developing special preschool programs to serve this population.

Purpose: To provide training in a model that uses video recording to supplement traditional normative and criterion-referenced measures to document the accomplishments of young children with disabilities.

Approach: The model has three components: 1) daily activity videotapes for parents, to encourage carry-over of the child's abilities at school to the home setting; 2) pre- and post-videotapes of child performance to encourage transition to the least restrictive setting, which provide the receiving school's child study team with efficacy data on child performance and readiness for mainstreaming; and 3) videotapes of therapeutic interventions to support child skill maintenance and generalization after transition. Adoption sites will complete a self-assessment of needs and will receive component or model replication training, consisting of descriptive video, self-instruction materials, telephone consultations, and other support activities. Adoption site personnel may be invited to visit a demonstration site for "hands-on" training. The project will produce and disseminate instructional videotapes that describe the project, the video-based assessment system, data collection, videotape editing procedures, and data analysis.

Outcomes: Anticipated outcomes include improvement and expansion of early intervention transition services through augmented assessment; promotion of optimal functioning of children with disabilities; and demonstration of an effective, low-cost approach to delivery of services.

Descriptors: training; videotapes; preschool; early childhood; disabilities; technology; families